DOCUMENT RESUME

ED 099 014 JC 740 455

AUTHOR Carlson, Charles R.; Paine, Miriam
TITLE New Education for New Students--A Senior Citizen Project. A Demonstration Project for Direct Educational Services to Senior Adults. Final Report.
INSTITUTION Bakersfield Coll., Calif.
SPONS AGENCY California State Office on Aging, Sacramento.
PUB DATE Oct 74
NOTE 92p.

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS *Community Colleges; Course Descriptions; *Curriculum Development; Demonstration Projects; *Educational Needs; Educational Programs; Guides; Older Adults; Post Secondary Education; *Program Development; Program Evaluation; *Senior Citizens; Surveys
IDENTIFIERS *Bakersfield College; California; Older Americans Act Title III

ABSTRACT

Guidelines resulting from a demonstration project to test approaches and methods in providing direct educational opportunities to the aging are provided. The sections of this book of guidelines are: Introduction--Why This Book of Guidelines (A Philosophy for Developing Educational Programs for the Aging, Basic Facts About the Aging, and The Aging in an Educational Setting); Developing a Program--Assessment of Needs, Advisory Committees, Development of the Clientele, Selection of Program Locations, Recruitment of Faculty, Development of Specific Instructional Programs, Community Involvement, Evaluation of Programs, Financing the Programs, In-Service Training, Special Problems, Registration Information, and Summary; The Bakersfield College Demonstration Project--The Demonstration Area (Geographic Description, Economic Description, and Demographic Description), and The History of the Program (Phase I Needs-Interest Survey, Phase II Development of the Clientele, Program Development, In-Service Training, Evaluation of Programs, Special Problems, and Conclusion). Appendixes are: Project Proposal, Registration Form, Course Description, Curriculum Summary, Curriculum Development (by Semester), Curriculum Development (by Type), and Survey Instrument. A bibliography of books, periodicals, and publications, a film bibliography, and a list of AOA publications are included. (DB)

BEST COPY AVAILABLE

ED 099014

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Final Report

Project Number 245
Contract Number 12-39
Title III, Older Americans Act

"New Education for New Students ... A Senior Citizen Project"

A Demonstration Project for Direct Educational Services to Senior Adults

October, 1974

Bakersfield College
Bakersfield, California

JC 740 455

Project Director:	Charles R. Carlson Ph.D.
Project Coordinator:	Miriam Paine M.A.
Funded by:	California Commission on Aging (Now the California State Office on Aging) Sacramento, California

TABLE OF CONTENTS

INTRODUCTION 1

WHY THIS BOOK OF GUIDELINES

A Philosophy for Developing Educational Programs for the Aging
Basic Facts About the Aging
The Aging in an Educational Setting

DEVELOPING A PROGRAM 10

ASSESSMENT OF NEEDS

ADVISORY COMMITTEES

DEVELOPMENT OF THE CLIENTELE

SELECTION OF PROGRAM LOCATIONS

RECRUITMENT OF FACULTY

DEVELOPMENT OF SPECIFIC INSTRUCTIONAL PROGRAMS

COMMUNITY INVOLVEMENT

EVALUATION OF PROGRAMS

FINANCING THE PROGRAMS

IN-SERVICE TRAINING

SPECIAL PROBLEMS

REGISTRATION INFORMATION

SUMMARY

THE BAKERSFIELD COLLEGE DEMONSTRATION PROJECT 26

THE DEMONSTRATION AREA

Geographic Description
Economic Description
Demographic Description

THE HISTORY OF THE PROGRAM

  Phase I - Needs-Interest Survey
  Phase II - Development of the Clientele
  Program Development
  In-Service Training
  Evaluation of Programs
  Special Problems
  Conclusion

APPENDICES. 52

  APPENDIX I. PROJECT PROPOSAL . . . . 53 (ff.)

  APPENDIX II. REGISTRATION FORM 54

  APPENDIX III. COURSE DESCRIPTION 56

  APPENDIX IV. CURRICULUM SUMMARY 59

  APPENDIX VA. CURRICULUM DEVELOPMENT (By Semester) . . . 61.

  APPENDIX VB. CURRICULUM DEVELOPMENT (By Type) 65

  APPENDIX VI. SURVEY INSTRUMENT 69

BIBLIOGRAPHY 74

  BOOKS

  PERIODICALS

  PUBLICATIONS

FILM BIBLIOGRAPHY 79

AOA PUBLICATIONS. 88

INTRODUCTION

WHY THIS BOOK OF GUIDELINES?

Research and various levels of communication with the education community establishes the fact of a strong interest in serving the needs of the aging, but also little information or understanding of the methods and procedures involved.

This Book of Guidelines includes various levels of information most commonly sought, as well as that needed by the more advanced programs. Included are basic facts about the aging; methods, practices, and procedures useful in building educational programs for the older adult; philosophical backgrounds for such programs, etc.

It is hoped these guidelines will prove useful to all educational institutions interested in programs for the aging.

As the result of intensive investigation during the last several years and as a result of cooperation and communication with the American Association of Community and Junior Colleges (AACJC), the California Office on Aging, and a host of colleges, universities, and adult schools throughout the United States and Canada, the need for a book of guidelines to assist educational institutions in the development, execution, and evaluation of programs for the aging has become obvious. The Bakersfield College demonstration project has focused on these areas, and in addition has aimed at the establishment of a reduplicable program, in whole or in part, depending on the nature of an educational institution and its supporting constituency.

Specifically, this report is the result of a Title III (Older Americans Act) funded by the California Commission on Aging (now the State Office on Aging) and was carried out through the auspices of Bakersfield College, Bakersfield, California July 1, 1973 to October 11, 1974.

This was a demonstration project to test approaches and methods in providing direct educational opportunities to the aging. The thrust was to create methods, procedures, and programs for serving the educational needs of the aging population with the objective of developing and testing guidelines to be used in such an approach, and developing a model for other educational agencies to follow.

The focus of this project was aided by requests and suggestions from a multitude of interested individuals and institutions, particularly those attending the State-wide (California) Conference on Gerontology and Aging Programs, November 30 - December 1, 1973, Airport Marina Hotel, Los Angeles, California, and the Multi-Level Conference on Aging and Gerontology, February 22-23, 1974, Andrus Gerontology Center, University of Southern California, Los Angeles, California. Other suggestions came from participants in the May 4, 1973 Conference at Bakersfield College, "Outreach: New Programs, New People;" the Western States Conference on Community College Aging Programs, July 26-27, 1973, Portland Oregon; and the Western Gerontology Society Annual Conference, March 24-26, 1974 Tucson, Arizona.

A Philosophy for Developing Educational Programs for the Aging

The 1970 census indicated that there are now twenty million persons in the United States aged 65 and over. By 1975 this will increase to twenty-two million. Approximately thirty million will be over age 60. Since 1960 this group has increased by thirty-two percent while the total population has increased only twenty-two percent.

With life expectancy increasing and age of retirement decreasing, the personal, social, and economic implications of aging are difficult to escape. This nation is becoming increasingly concerned with not only improving the mental, physical, economic, and spiritual well-being of older members of society, but also with the effort to conserve, develop, and utilize the potentialities of these vast human resources. The economic implications alone are such that concern must immediately be molded into action in order to avoid disaster.

Research on the problems of the aging has rapidly offered evidence of the major needs of this segment of the population. They include transportation, health services, information and referral services, nutrition, housing, education, recreation, and social services, and a variety of other services such as day care, yard care, income maintenance, etc.

Even though education can be identified separately as a need, it perhaps has been underestimated insofar as it can affect all or most of the other areas. Certainly educational programs can help serve the needs of the elderly in the areas of health services and health education, information and referral, nutrition, recreation and other social services, opportunities for second careers, constructive hobby activities, day care, etc.

Education is a term often misused and misunderstood by professionals in the aging area as well as by the aging themselves. It can safely be said that virtually every program for the elderly must include some form of education if that program is to be truly successful and to have a lasting impact on the community. No nutrition or meal program can really be successful, for example, unless further information is given to the recipients about proper nutrition, cooking for oneself, purchasing of proper and economical foods, etc., not to mention the other educational and recreational possibilities existent if the seniors are congregated for nutrition and meals.

The elderly themselves are, at least initially, not attuned to educational possibilities. Most have never considered the possibility of attending educational programs. This project has demonstrated in a very conclusive fashion that if we as educators consider and carry out varied and significant programs, the elderly will become more open minded and will often become excited about educational opportunities.

If we are sincere in the humanistic and social potentials among the aging, we should be and must become more concerned with the older adult's concept of himself. We can no longer afford to have older adults grow into senility because in our ignorance we have allowed that type of self-image to become prevalent. Ours is a society which anticipates senility, and allows it to become realized: "For the thing which I fear (i.e. 'be senile') cometh upon me." In addition, many seniors today have self-images that cause them, no matter how desperate their needs, to refuse aid and assistance because they don't believe they are worth the time that someone else would spend on them. Because of this, we are now allowing every year the waste of some ten billion man hours that could be put to constructive use by society.

A "learning society" is not one that simply allows participation and personal development of all age groups; instead it strongly encourages participation. In the instance of older adults, especially, this encouragement is of great importance as many do not realize and cannot articulate their specific problems and needs and are unaware of how education can be of help in solving their problems and satisfying their needs.

It is a tragedy that we have allowed these concepts to be developed; it is a greater tragedy we have allowed them to continue! Herman Hesse, a Nobel Prize winner, wrote at the age of 78:

> Old age is a stage in life and has a character all its own, its own distinctive climate and temperature, its own joys and troubles. But we older people, together with our younger fellow human beings, have work to do, an assignment which gives meaning to our existence.... to be old is an office just as beautiful and sacred as that of being young... An old person who fears and hates white hair and the meaning of old age is not a worthy representative of his stage of life... In order to live up to the meaning of old age and to meet its requirements, one must be in agreement with old age and all that goes with it. Without this yes, without a genuine submission to what God's order of things demands of us, we lose the worth and meaning of our days -- whether we be young or old -- and we cheat life.

Education can significantly help people live in agreement with old age, not only by reaching the already aged, but by reaching all age groups and re-educating them to the truth about aging.

John Gardner has written (Time, 1-20-67):

> The basic American commitment is not to affluence, not to power, not to all the marvelously cushioned comforts of a well-fed nation, but to the liberation of the human spirit, the release of human potential, the enhancement of individual dignity.

James W. Thornton in The Community Junior College (1966) comments:

> In the past, education has been considered essentially as a preparation for life. If this definition still limits the scope of the schools, the aging citizen is no concern of theirs. On the other hand, if education can also be considered as a continuing part of life, it can make significant contributions both to the individual well-being of the older person and to the welfare of society...

We have been giving lip-service for a long time to the concept of lifelong education; it is time that we finally decide, one way or the other if we really mean it. Adult and higher education has gradually been increasing its concentration on the needs of adults. More and more adults are returning for upgrading, training for new jobs, increased cultural awareness, etc. With the type of society we have developed, this kind of lifelong education seems mandatory and inevitable. In fact, it appears imminent that higher education will begin to concentrate the majority of its resources on the older student, and that the younger, traditional student will become a minor (but still important) segment of the education process.

We suggest that anyone not aware of this trend, or of the great need for this trend, is very much out of date with the realities of our time.

Basic Facts About the Aging

As mentioned above, by 1975 there will be twenty-two million people over 65. Twenty-nine million are now over 60. The percentage of older persons in the country is increasing more rapidly than the increase in the general population. It is predicted that by the year 2000, we will be approaching the point where 50 percent of the population will be over age 50.

With respect to poverty, today older persons make up ten percent of the population, but 20 percent of the poor. Therefore, if you're old, you are twice as likely to be poor. 4.7 million of the over 65 (or close to 25 percent) live in poverty ($2,328 per couple, or $1,852 per single,by 1970 standards).

Twenty-seven percent of the fifty-eight billion dollars spent on personal health care in 1970 was spent on aged persons. Persons under 65 spend $226.00 per year on health care. Those over 65 spend $791.00 a year (average).

As far as married life is concerned, most older men are married, but most older women are widowed.

There are also important statistics in the minority areas. For example, Blacks constitute 11.2% of the total population, but Black aged account for only 7.8% of the older population because of shorter life expectancy. There is one unexplained exception: life expectancy for Black men after age 65 is better than for White men. Statistics for the Mexican-American aged are even more appalling. The minorities, in many instances, being aged, unskilled, and specialized only in domestic and/or farm labor, face several major contributing factors for low income and job discrimination. They include: (1) language barriers; (2) inability for counselors and other social service personnel to relate; (3) lack of knowledge of where to go for counseling; (4) lack of follow-up by agencies; and (5) non-motivation.

We believe that if a person has lived in this country for a number of years (say 40 or more) there should be nothing existing as a language barrier. The Mexican-American faces an obvious language barrier, but the Black does too, albeit a more unique language barrier, for the Black understands the language but often fails to communicate effectively with the establishment, resulting in the degradation of his social order. This type of situation can only be described as a failure of the education system, particularly a failure of adult education.

But there are more positive aspects of the problem too, and these should stand out in the bright light of public scrutiny so that we can proceed with adequate educational programs for the elderly.

At present, of every hundred older persons, sixty-seven live in a family setting, twenty-eight live alone, and five in an institution. Ninety-five percent of the aging are not in institutions!

Research is also showing us that we have greatly mistaken notions about mental decline in old age. We used to test older persons on the traditional types of I.Q. tests, and, of course, they did not do as well as younger people taking the same tests. Therefore, we concluded that older persons cannot learn as well as younger persons and we reinforced the mistaken notion that "you can't teach an old dog new tricks." However, when researchers took note of the fact that older persons do slow down physically, have more problems in hearing, vision, etc., and adjusted the tests to take these physical limitations into account, we found that older persons learn every bit as well as younger persons. Perhaps a little slower, but just as well, and sometimes better. Older persons have a great resource upon which to draw - their own experience! And this experience factor can add greatly to a person's ability to learn more.

There are many studies available today, and many are coming out almost weekly, that describe the new findings in the area of learning abilities among the aged. The reader is urged to closely review the bibliography and to keep up with the latest research by regularly reviewing such periodicals as the "Journal of Gerontology" and "The Gerontologist." On the West Coast, the Ethel Percy Andrus Gerontology Center at the University of Southern California is doing much research in this area and is developing books and pamphlets to publicize their findings.

The most critical problems facing the aging have been mentioned above, but they are important enough to repeat here:

1. Transportation: This is virtually a universal problem among the aging. Transportation is invariably listed in surveys and research studies as a principal need, and a barrier to availability of other services. Transportation becomes particularly acute as a problem in rural areas where needed services may be many, many miles away, but it is also significant in highly ubanized areas not having (a) good public transportation, (b) a senior citizen "discount" or free pass for public transportation, (c) "Dial-a-Bus" programs and/or (d) significant volunteer assistance.

2. Health: There are many types of health problems among the elderly ranging from the need for periodic check-ups, to the prevention or alleviation of acute or chronic health conditions, to basic health education, to day care or home care services.

3. Information and Referral: One of the tragic circumstances among many of the nation's aging is the recognition of specific problems but the lack of information on how to solve the problems. In many instances there is no central clearing office for information on programs and services available to the aging.

4. Nutrition: The problem of proper nutrition among the aging is widely recognized. The problem includes the need to insure at least one balanced hot meal per day for each elderly person (particularly those who are physically handicapped or below the poverty level) but also the need for education in nutrition, how to cook for one, cooking balanced meals, buying proper foods, buying foods economically, etc.

5. Housing: This problem area mainly affects low income persons, but can also affect moderate income persons due to the fact that retirement often requires a reduction in the standard of living and this can become particularly acute in the housing area.

6. Education: There are many needs that can be helped through education. Virtually without exception, every community needs to develop new programs within existing educational frameworks to teach new skills, develop latent interests and talents to stimulate the mental and social life of the elderly, help the elderly prepare for retirement, help the elderly solve specific kinds of problems such as nutrition, health, etc., and to provide adequate recreational outlets for the aging.

7. Recreation: This is an important, but easily neglected area. It is important to develop and organize social contacts and recreational activities to provide opportunities for the elderly to give valuable services to others and to provide local recreational outlets to relieve loneliness.

8. Social Services: There is great need to provide aid to elderly individuals and families, through locally organized volunteer or paid services, to enable them to take care of themselves and remain in their family surroundings. Particularly important is the providing of home-care services, especially on a day-time basis, so families can leave elderly persons at home and still be assured of adequate care.

9. Second Careers: This is an important and developing area. We must, through lifelong education, be rather constantly re-training or upgrading people in skill areas. With the predictions of a large segment of the population in the over 50 age category, second careers become an absolute necessity for the economic survival of the country. Low income elderly are particularly interested right now in learning skills that can provide them with extra income; talents to maintain their own furniture, appliances, homes, etc.

The Aging in an Educational Setting

Another study of the educational needs of the elderly, ("Educational Needs of the Elderly," Edmunds Community College) listed the following conditions that exist in education:

1. Education is a term often misused and little understood by the elderly as it may or could affect them directly.

2. Present institutional efforts to provide educational needs for the elderly are structured with little or no awareness of their actual concerns or restraints.

3. Pre-program communication between institutions and the elderly is virtually an illusion.

4. Significant data governing these decisions is non-existent.

5. Most existing programs require the elderly to behave and compete in a manner similarly required of the twenty-year-old, and assume they are seeking similar goals.

6. Most institutions provide very few educational opportunities specifically designed for the elderly.

7. There is a scarcity of on-site programs, also. Most institutions require the elderly to come to the campus to engage in education.

8. Few institutions provide financial assistance for education of the elderly.

9. In the absence of reliable data, little institutional planning is considered which accomodates the educational needs of the elderly.

10. When planning programs for communities of minorities, most institutions pay little heed to the elderly as a distinctly identifiable minority.

11. Older persons in more rural areas have even less opportunity to pursue educational activities.

Thus the purpose of this study. There is little reason any longer for educational institutions to approach the elderly with such little understanding of the clientele. There is even less reason for them to approach the elderly in such a "horse and buggy" manner. We in education have talked for so many years about providing for individual differences, but we seem to enjoy proving time after time that we really don't mean it.

However, let us now talk about what we do know about the elderly and how this should affect their educational setting. The elderly, as well as the general population, need to be educated and re-educated as to the possibilities of education. We frankly need to change the image of aging. We need to change the image the aging have of themselves and we need to change the image the general population has of the aging.

We do know that the elderly can learn and learn well. We know the elderly have many needs which can be met through education. We know, too, that the elderly do have increasing problems in such areas as hearing and vision. They also have increasing mobility problems which dictate against holding classes in regular classrooms where desks can be extremely uncomfortable, or on second floors where stairs can be a problem, etc. The class environment must in most cases be other than that of a regular classroom. An appropriate atmosphere, away from the trappings of classroom discipline, regimentation, and traditional teacher-student relationships toward informality, open discussions, peer level organization, etc., is very important. This is not to say that some of the elderly would not do well in a regular school situation -- they would. However, the vast majority of the elderly have clearly opted for the non-threatening, non-classroom situation. It is simply for the educational institution a matter of whether or not you wish to serve the needs of a significant number of the aging.

Considerable attention must be given to transportation and related conditions. Classes should be offered as close as possible to where the retired persons are living, with adequate parking and public transportation available. Buildings should be easily entered by persons with mobility problems, including wheel chairs, crutches, etc. Rooms should be located on ground floors or close to elevators. Long walks from transportation means or up flights of stairs will be very discouraging to older persons.

Whenever possible, classes should be held during daylight hours, preferably in the afternoon. Mornings are an acceptable second choice but evening is a poor third. Darkness presents many problems for older persons, especially those with impaired sight and hearing, as well as those with transportation problems. Many older persons simply refuse to go out at night because of these problems and also because of fear of attack.

Pre-program communication between the elderly and the educational institution is a must. This can be helped by a good advisory committee (and this is virtually mandatory) but much time needs to be spent by staff members or volunteers out in the communities in order to insure proper communication.

The aging, for the most part, do not have similar goals to those of the traditional student. They are not interested in grades, tests, etc., but are interested in learning. They are also more at home among their peers and have a surprising interest in a variety of classes and programs. Educators should not limit their thinking of programs for the elderly to those of direct gerontological importance. The elderly are also interested in very cerebral and wide ranging types of programs, provided they are presented in a non-threatening way with learning being the primary objective.

Financial assistance can be an extremely important area. If tuition is charged at an institution, this must be waived if any significant number of seniors is expected to participate. Any charge will eliminate large numbers of the elderly on limited incomes -- virtually the very ones that need education the most. If there is a charge for textbooks, lab fees, etc., these should either be reduced or eliminated or a significant program of scholarships, loans, etc., needs to be instituted. In some cases various monies coming to institutions from outside sources for the handicapped, vocational training, etc., may be used to develop and support the program for the aging.

Significant planning needs to be carried out at the local level in terms of accomodating the educational needs of the elderly. In the main, this has not been done, probably because most educational institutions have had no concept of the possibilities inherent in an aging program. This project has strongly indicated that a significant and well-planned program for the aging can bring in such large numbers of aging persons so as to rival the enrollment of the total college. Such possibilities mandate a significant planning program aimed both at the needs of the aging and programs developed to meet those needs, but also at the entire institutional philosophy. The needs and numbers involved could dramatically change the traditional philosophies and concepts held by virtually all educational institutions.

We believe the leadership of any institution wishing to develop programs for the aging must come to grips with the possibilities inherent in such a program and must make a number of significant decisions involving the program and the future of the institution before the true parameters of the program can be established. It is also basically unfair to personnel working in the aging program to be expected to operate without such philosophical decisions having been made at the highest level.

DEVELOPING A PROGRAM

Introduction

This section of the Report is designed to provide general guidelines for those educational institutions interested in developing direct educational programs for the aging. The following section, "The Bakersfield College Demonstration Project," gives specific background and information on the demonstration project, as such.

These general guidelines draw heavily upon the findings and results of the demonstration project, but also draw upon additional research and experiences of other educational institutions. In most cases, however, the reader may refer to the next section for background and specifics concerning statements in the general guidelines.

Assessment of Needs

The starting point of any educational program for the aging is an assessment of needs of the aging, particularly as they apply to the local area. This study and other reference materials can be used to determine basic needs and methods for meeting those needs; however, the local institution must establish a good background of statistical and other local information that will provide the basis of appropriate programs.

Statistical Information: Local institutions must develop minimal information such as locations of elderly populations (by census tract or other breakdown), the ethnic and economic breakdown of those local populations, transportation services available (including time schedules, etc.), local buildings that would be available for meetings, personages within local communities who are trusted and respected by various segments of the elderly population, etc. Institutions may gain some of this information through use of census reports, liason with local committees or commissions on aging, reports and summaries of local Area Agencies on Aging, assistance of local representatives of the State Office on Aging, various programs and research being conducted locally by various agencies, colleges and universities, etc.

Local Surveys: A local survey of senior citizens may be conducted by senior volunteers, students in appropriate classes, or a combination of these. Unless an institution has specific money available for such purposes, however, paid surveyors are probably not worth the extra effort. A local survey can be of assistance, but there are also a number of limitations built into surveys. (See the "B.C. Demonstration Project" section for more in-depth comments on survey limitations.) It is important to develop a good survey instrument, for which most institutions have knowledgeable staff members. The surveyors must also undergo training in order to understand the basic procedures and techniques of surveying, the purposes of the particular survey, the basic characteristics of their clientele, and particular problems, surveying techniques, etc., unique to that project.

Community Leaders: It will take more time and will be more difficult to identify and locate community leaders. This requires staff members spending considerable time in the field and on the telephone. This is the most costly and time-consuming aspect of the assessment of needs but it is also the most important as it is often the only method of insuring that you will have any significant response to your offerings. This aspect of developing responsive programs will be stressed and re-stressed throughout this report. Note: Do not be discouraged by initial negative attitudes toward education by the elderly or by many community leaders. As has been pointed out many do not understand the role of education and, interestingly enough, a number of the traditional community leaders (such as church personnel) have virtually given up due to their own lack of knowledge and lack of vision. You can become an example to the whole community, not only as to the need to serve the aging, but how to go about doing so correctly.

Advisory Committees

It is of great importance for each institution to develop at least one good advisory committee for the senior citizen program. This committee must be made up primarily of seniors, and seniors who represent significant segments of the total senior citizen community. This committee is vital in order that the institution have a reliable source of community input as to local needs and problems. This committee will also provide solid input to the local community and assist greatly in promotion of programs, recruitment of part-time faculty, etc.

Listen to Them: Many institutions seem hesitant to use advisory committees because "that means you have to listen to them." In the case of senior citizens programs, you had better listen to the advisory committee because they know and understand local personalities, problems, schedules, etc., in the senior community better than the institution ever will. This type of advisory committee can help the institution serve the community in other ways also. For example, as a result of the Senior Citizens Advisory Committee of Bakersfield College and their expressions of local concern, the college was able to use its good offices to unite all the senior citizen groups (it is typical that they will fight each other) and was responsible for the development and appointment of a County Commission on Aging. The good will that the institution will receive by serving the local senior citizens' community well will be tremendous as well as long-range and far-reaching.

Sources: Good sources of candidates for a senior citizens advisory committee are such agencies and organizations as the American Association of Retired Persons (AARP) and its related National Retired Teachers Association (NRTA), Allied Senior Citizens, local senior centers, Retired Senior Volunteer Programs (RSVP), County and City Health and Welfare Departments, Park and Recreation Districts and their senior programs, County or City Commissions or Committees on Aging, etc.

For continued discussion, see "Community Involvement," below.

Development of the Clientele

As stated under Assessment of Needs, it is extremely important to find out who your potential clientele is, where they are located, what their ethnic and economic backgrounds are, etc. Going out blind and trying courses and programs haphazardly will result in many frustrating failures. Knowing your clientele and adjusting your programs to individual group needs will help insure a very high success ratio.

On Trial: You must expect, also, to be on trial for awhile. Many agencies have tried to serve various of the groups which are now senior citizens, and many have failed. Some agencies have made a big splash for a few months and then disappeared. You, in many cases, will be simply one of many who have entered upon the scene.

In the Beginning: Many of the aging will really not understand what education can do for them and it will take some time to educate them along those lines. In a number of cases you will find that it is easist to start a senior group out with an arts and crafts type of calss, as that is what they usually will initially respond to. But don't be hesitant about gradually bringing in more cerebral subject matter. There is evidence to suggest that a number of seniors drop out of class because the subject matter is not challenging enough!

Attendance: It appears unrealistic to expect seniors to commit themselves to a semester's attendance. Many seniors will attend a class when they can, and we must remember there are many limitations that can preclude regular attendance. Therefore, classes and instructors must be flexible and provide for the irregular attendance as well as the drop-out and the late starter. Some classes may not be geared to this open entry/exit concept, but attendance problems among the seniors will require it for most classes.

We need also to remember that attendance should not be a goal, as such. Many seniors will be able to benefit from irregular attendance or short-term attendance. The goals of an aging program go far beyond any individual class and involvement in the total program is the overriding factor to success.

Caution: But a word of caution is in order. Do not expect a highly academic class to attract seniors until after you have broken down the barriers in their minds and have eliminated the traditional threatening situation. This kind of confidence in your program on the part of seniors will take time.

Where: It is probably easiest to begin classes with the clientele coming totally or in substantial part from an already established group. The Advisory Committee can help identify such groups. Do not be afraid to set up classes in cooperation with other schools and colleges. Senior centers are good places to start as they already have the clientele and available meeting rooms, etc. However, they probably also already have various classes and programs. They are usually, however, looking for new ideas and new programs. Look over their programs and see how you could augment them with interesting classes. Do not be afraid to mix your classes with those offered on a volunteer basis -- there seems to be very little conflict involved.

Exclusivity: Other good areas for initial classes are retirement communities, retirement homes, and convalescent hospitals. In the first two instances, public educational institutions need to be careful about exclusivity. Most retirement communities and homes are very reluctant to allow outside persons to use their facilities, even for classes or programs. This exclusivity can present legal problems unless it is handled correctly. First, try to convince the retirement center that the few outside seniors that might attend would not endanger the center and may, in fact, help with total community communication.

Such retirement centers will often quote a rule which prohibits outside persons from using their facilities, but these rules are quite often violated to insure enough participants for bridge parties, etc. Another less satisfactory solution is simply to schedule a class in such a center and not advertise it anywhere else. If it fills up, fine; if not, then present the problem again. If the center wants the classes badly enough, ways will be found to allow outsiders to participate.

Convalescent Hospitals: Convalescent hospitals are another situation entirely. These programs require people who are not adversely affected by the surroundings of such a facility. Many people, especially middle aged and older persons, cannot operate effectively in such situations. The programs also have to be especially developed as you will have a great variety of participants, many of whom may not be able to participate fully or even to fully understand what is happening. There are great needs which an educational program can help fill in a convalescent hospital. Often, the average patient is in such a hospital for six to eight months. That is a long time to be away from society. Many patients psychologically "give up" after a month or two because they feel there is no hope. An educational program can do much to restore interest in life and faith in the future.

If one can be found, an excellent teacher for a convalescent hospital is a dynamic person the same age as the average patient (often in the 70's). This person can then say, "If I can do it, you can do it!" Remember one may find lawyers, teachers, artists, businessmen, etc., temporarily in a convalescent hospital. Most such hospitals have minimal staff for social services and most traditional programs feature simple entertainment such as bingo. A vigorous-minded person will be very bored with bingo or similar activities within a very short time.

There are several pitfalls to be aware of. You will have to rely upon an enthusiastic social services staff to get patients to the programs. This cannot be the job for the teacher or any of your staff. If the hospital staff is not enthusiastic about your program and if they do not go all out to help the program(s) succeed, then take your programs to another hospital where you do get that kind of support. In order for your program to be successful this type of institutional support is mandatory.

Responsible school personnel should also make several personal visits to such hospitals before putting classes in them so that you have had time to assess the caliber of the patients and the caliber of the hospital. There will definitely be times when it will be necessary to reject a hospital on either one or both of those grounds.

Other Groups: Clientele should also be developed from other types of community groups. One will probably find a number of senior citizen groups in your community. Churches often have various types of social groups for seniors, as do park and recreation districts, etc. These can be easily overlooked but are excellent for obtaining initial clientele as well as meeting places. Most groups are more than willing to cooperate when they understand the program objectives.

Community Involvement: However, in the long range, it will be necessary to involve staff members directly with the community. In order to win the confidence of many local senior communities, especially in the low income and minority areas, person-to-person communication needs to be developed. As one gets out into these communities, it will be found that there are certain key people to whom the senior looks and whom they trust and will follow. These key persons are also the key to the success of programs in these communities. If they are sold on the program and are willing to attend some of them themselves and to help with such problems as transportation and communication, significant enrollments from these areas can be expected. If the institutional representatives simply stand off as authoritive figures and say "Come to us, look what we have for you," one will never reach a significant percentage of minority and low income elderly. We believe that this fact is also true to somewhat lesser degrees with other age levels within these same communities. It is an interesting sidelight to note the effect on younger people in these communities when their grandmother or grandfather is attending classes.

Pre-Retirement: In the instance of pre-retirement programs, communication with industry, labor, public and governmental offices is very important. Good advertising is also a significant factor in recruitment of clientele for these classes. Programs covering various aspects of Social Security, investments, insurance, etc., can be very popular.

See further information under "Development of Specific Instructional Programs."

Selection of Program Locations

We have already discussed a number of location possibilities in the previous section. However, there are still some very important principles to keep in mind.

Convenience: Seniors are far more likely to attend programs that are easy for them to get to and do not require any new patterns of transportation, etc. That is why it is good to find locations where seniors already congregate, such as senior centers, churches, social halls, etc. The more you go to locations unfamiliar to seniors, the greater the chance of losing them along the way. We cannot stress enough the need to find locations close to the seniors -- locations which allow for informality and comfortable surroundings, and locations which require minimum effort to reach (first floors, close to parking areas or streets, etc.)

Cost: In many instances (perhaps in all) these facilities can be made available free of charge. Senior centers are happy to cooperate, as usually are park and recreation departments. Churches usually cooperate when you explain the programs.

On Campus: Thus far we have stressed off-campus locations. On-campus locations are also possible, sometimes mandatory, for certain programs. On-campus locations do present several problems for seniors: especially transportation, fear of a campus setting, fear of getting lost, etc.

Busing: If you want any significant number of seniors to attend programs on campus, it is virtually necessary to utilize special means to get them started. One successful method is busing. If you can cooperate with senior centers and other congregating locations and use these locations as bus pickup points, many seniors can be reached.

Initially, you will probably want to bus seniors in for special events, such as: noon concerts, art displays, planetarium showings, drama workshops, etc. You will probably find it far less productive to bus seniors in for individual classes, at least initially. Your main problem is to get a large number of seniors to feel at home on the campus. A good technique is to bus seniors in for a series of noon concerts, for example, and allow them to remain on campus for an extra period of time so they can explore, take tours, eat in the cafeteria, etc. Many seniors do not realize that various community service activities on campus, such as concerts, speakers, etc., are actually open to them. Visits on campus will help them realize what is available and will make them feel at home enough on the campus to attend various events.

Sometimes classes requiring special lab situations (such as art welding) will almost necessarily have to be held on campus. At least initially, if you intend to reach any seniors beyond those that will attend anything, any place, you need to plan to bus them in or to arrange for local car pools. This is where the key person in each local community can be a big help. This approach requires considerable staff time and coordination and should not be attempted until a program is well organized and the seniors themselves show a strong motivation toward this approach.

See also "Development of Specific Instructional Program."

Recruitment of Faculty

Selecting proper faculty for programs is very important, but also may be limited by financial and other considerations. It is of prime consideration to recruit faculty who can work with the elderly and who understand and can sympathize not only with the problems of the elderly, but with the philosophy of your program (no grades, no tests, etc.) and yet who will maintain an interesting and stimulating level of instruction.

Retired Persons: Because every community has a large number of retired professionals and experts of various types, this is the best place to start. The local retired teachers association may be of help, but we have found some of the best teachers from among the retired business and professional groups. Because of financial limitations (discussed more completely under Financing Aging Programs), most institutions will hire mainly part-time faculty and retired persons can usually earn two to three thousand a year without any threat to their retirement income.

Other Ages: You may also wish to use teachers from other age groups and various backgrounds and many can become successful teachers of the aging; however, it is important to insure compatability between the teacher and the class. Some younger persons are successful in working with the aging, but the aging tend to resent having a younger person tell them "what it's like" to be old.

Regular Faculty: As the program develops, it will help if you can afford to make use of the expertise among your regular faculty. These faculty members can often offer a more professional and in-depth approach to various types of aging problems, particularly for those seniors that are ready for more intellectual challenge. They also are important in craft areas, such as in Home Economics and shop-type classes. As will be noted and further explained in the next section, there can finally come a time in a good program where significant numbers of seniors are interested in coming on campus, using the regular facilities, and taking more traditional types of classes (although ones that are still geared to their objectives). Under these circumstances, it will be simply more convenient if you can use many of your regular faculty.

Development of Specific Instructional Programs

As has been mentioned, because of the traditional type of expectations on the part of the aging and their rather widespread belief that they "can't learn", etc., you will find it best to begin with programs which require little mental activity. Arts and crafts, exercise classes, discussion groups, etc., will be the easiest to get started and to attract students.

Gerontology Classes: In order to provide in-service training for your staff and other school personnel, as well as for the interested public, however, it is a good idea to have some gerontology-type programs where more in-depth study of the aging can take place. Hopefully the instiution can also develop such classes for regular students as part of psychology, sociology, social work, or health curriculums. The program for the aging should work closely with undergraduate programs where possible to allow for exchange of information, resources, etc. Many seniors are interested and willing to sit in on regular classes and act as resources, guinea pigs, etc.

Wide Interests: As your clientele gains in confidence and in awareness of the larger goals of the program, more cerebral types of classes can be initiated with good success. Many program planners underestimate the wide variety of interests among the aging; thus, although a Psychology of Aging class may be appropriate, so would classes on politics, art, literature, environmental problems, etc.

Coordination: Development of programs requires close continuing contact between the college staff and the clientele. The seniors you are serving and are seeking to serve can help you greatly with ideas for classes and programs. Coordination with other interested agencies can also give many leads in the development of programs.

Pre-Retirement: Pre-retirement programs are also important but typically more difficult. The greatest instance of reported failures among senior programs on the part of schools and colleges appear to take place in the pre-retirement area. Perhaps that is because many of the uninitiated feel this is where the interest lies. Except for some specialized subject areas such as investment planning, Social Security information, etc., there is little overt interest in pre-retirement programs on the part of the aging. The greatest support for pre-retirement programs comes from large corporations and government offices. Large corporations are beginning to stress retirement planning and retirement programs. Various governmental agencies are anxious for their employees to be fully informed about retirement. The same is not so true for unions. Union leaders are interested and want the best for their members but often are very reluctant to suggest to members that retirement time is coming.

Of course, pre-retirment programs are of great importance but you will need to plan your programs and clientele very carefully. We tried an experiment with a general pre-retirement seminar on Sunday evenings. The seminar stressed items of interest mainly to middle- and upper-income seniors. The last few sessions of that seminar, which had weekly press coverage attracted several hundred participants. With good planning, continuing contact with your clientele, community involvement, and an open mind as far as variety and subject matter is concerned, you will have no trouble developing good instructional programs.

Words of Caution: Two words of caution: Don't copy from other institutions; do your own thing. Don't try to borrow course outlines or specific materials except for general background information. Develop your own unique programs geared to your community. Secondly, be careful what you call your "classes." The word "classes" to seniors means grades, tests, rigid teaching situations, etc. Use words which are less threatening to the clientele. We have used such terms as "discussion groups," "seminars," "programs," etc. Be creative but stay away from terms that give the wrong connotation.

For specific ideas and class titles see Exhibit.

As you continue with your program development and as you win the confidence of seniors, the campus can become a more attractive place for classes and allow much more flexibility in program development.

Campus Barrier: This will probably mean some type of busing, close cooperation with a local transit district, college initiated car pooling, or all of these. Once you have broken the "campus barrier" (and it really does exist) seniors will enjoy coming on campus and will also be proud of the fact that they are really "in college." Gear most or all of these classes to the aging clientele, however, if you want significant numbers to participate.

With good planning and local cooperation, it may be possible to have seniors on campus for four or five hour blocks of time when they can participate in several lab or lecture type classes. If they come on campus two days a week, this can amount to considerable class hours. This will be particularly important where ten hours or more a week defines a full-time student for state apportionment purposes. This type of approach also allows the educational institution to make better use of its classroom space during slack hours (say 1:00 to 6:00 P.M.), while offering the aging student time in a concentrated manner to really learn a skill and some related and more intellectual subjects. It can be an exciting program for the seniors as well as for the faculty and the institution. This approach should not be used, however, until the time is "ripe." A strongly motivated group of seniors is needed and supportive attitudes toward regular attendance, etc., have to have been developed or the program will fall apart.

Community Involvement

We have already said a great deal about the need to involve the community in the development and continuing operation of the senior citizen program. This involvement must include, at the minimum, large segments of the senior community and of the leadership personalities within the various local areas within the community. It should also include the general public and the overall leadership personalities.

Media: We have found the media ready and willing to give us radio and TV air time and newspaper space. Senior citizens are now a "hot item." Make use of this circumstance. Use of the media is the quickest way to let the whole community know that you have a significant program.

Person to Person: However, the secret of true success in an aging program is the person-to-person contacts made between representatives of the educational institution, the senior citizens and the various local leadership personalities in each localized community.

Advisory Committee: The first step in this communication probably should be the advisory committee. The importance of this committee cannot be overstressed in that it becomes your key resource and your key to unlock communications with your clientele. The committee should be broadly based and made up of recognized leaders. They, in turn, will act as your initial communicators with the senior citizen community. This, of course, means that the educational institution has to gain their interest and respect first.

As programs are developed, the members of the Advisory Committee can help arrange local meetings, presentations, tours, etc. Listen to them about where to go and who to see. Use committee members to sell the program, not only in their own communities but on radio, TV, newspapers, etc. Use the institutional public information office to obtain pictures of the committee, presentations before various groups, examples of classes, etc., and distribute them widely.

Develop program brochures. Keep them simple and easy to read, but give them bright colors and be sure to include the names of your Advisory Committee. Insure that the success of the program reflects directly back on the Advisory Committee and you will have won some very valuable friends and spokesmen.

Be ready to enlarge the Advisory Committee, as appropriate, to include those who may have been inadvertently left off or who later feel that they would now like to participate. The latter indicates the growing success of the program and we should be careful not to hold grudges about early refusals of cooperation as these usually result from doubt and the fact that most of the people sought will also be very busy people.

Beyond Education: It will also be found as the program and community respect for your activities grow, that the institution will have increasing opportunities to be of value to the senior community in ways other than direct education. An educational institution can often play the part of an impartial arbitrator, for instance, particularly when the result can be something in which the whole senior community is interested. Your (or your institution's) stature in the community may also allow a more favorable hearing before various governmental agencies, boards, and commissions, than individual senior groups can receive. You may also help them establish contact with state and federal offices, congressmen, state legislators, etc.

The fact is that education cannot be separated from the other needs of senior citizens, and their needs are so great that you will be drawn into other areas of involvement whether you want to be or not. It would be well to plan for this and to expect it to happen rather than to respond on a haphazard basis which could get you in some embarrassing positions. It will probably be difficult, if not impossible, however, to try to completely define the role or limits before you have fully developed your program which you will undoubtedly be forced to reconsider. The more one becomes involved on the side of good programs and on the side of solving the other needs of senior citizens, the more successful the programs will be. Mainly, perhaps, because you are becoming more known and recognized but also because of the respect and gratitude you generate.

Good P. R. Benefits: Top administrators would do well to recognize the great public relations potential inherent in such community involvement. There are so many needs to be met and so few to help that the educational institution can hardly go wrong. And remember that seniors often vote heavily against school tax overrides and bond issues -- mainly because of their limited incomes, but also because they see no direct benefits to them. Once the college or school becomes involved in their behalf, however, there is good evidence that the seniors will rather dramatically change their voting habits. But also seniors often have many excellent and varied contacts throughout the community, albeit they are often on an individual basis. Your "good deeds" for them will not go unnoticed throughout the community.

Evaluation of Programs

Evaluation of programs may be the most difficult, at least on a short run basis. Normal class evaluation is difficult because classes are so spread out throughout the community. Also, the predominant use of part-time instructors means you have no parallel way of evaluating the performance in the regular classroom.

Attendance: A problem area for evaluation is attendance and drop-out information. We had trouble coming by this information quickly, mainly because we were too busy with other problems. It is important, however, to discover as quickly as possible those classes or instructors having high turn-over or high drop-out rates. Encourage faculty to be flexible and to adjust their programs to the interests of their immediate audience. (This may well point up one of the great problems of using fairly complete or sophisticated class outlines, etc.)

Direct Response: Seniors are, however, very adept at recognizing poor teaching or inadequate curriculum. If your contacts are well developed you will hear about these directly or from local leaders or Advisory Committee members. Seniors are not hesitant to speak out and complain, if necessary. However, if they feel they're not being heard, they will simply drop out and more often than not never return.

Seniors also will become very attached to some instructors. This can be good and bad -- good in the instance of developing fast enrollments for classes and a good base upon which to build; bad if others are in disagreement or discouraged from "butting in." However, a good instructor with a loyal following is a great advertisement for the program. Use these as examples, especially for press and media representatives.

Evaluation Forms: An acceptable practice also is an evaluation form filled out by each student for each class. These should probably be locally developed, but not be threatening to the instructor while still allowing adequate feedback. The problem with such evaluation, however, is that you have missed the drop-out. If the drop-outs can be identified, attempt to get such evaluation from them. This will be easier to do at senior centers and other congregating areas rather than at locations where the seniors come on an individual basis and only for that class. Another main problem with evaluation forms is the fact that seniors usually will not put derogatory information on the forms. For a program of evaluation to be successful you must remain in contact with your clientele; you will get little valid information by remaining within the "ivory tower."

Financing the Programs

Senior citizen programs can be financed in one of two ways. These include a combination of state and local tax money in the form of average daily attendance (other ways may be used at different levels or different states) and by local community service type taxes. The choice is, of course, up to the local institution.

Tuition: We have rejected the alternative of tuition or even tuition plus some other source because tuition, for even a dollar or two, will discourage most of the seniors who need it most. Of course, tuition would probably not phase many middle- and upper class seniors but these have many alternative ways of receiving education and we strongly feel program impact in this instance would be minimal as far as solving total community needs.

Continuing Education vs. Community Service: This project was based on developing a program supported by Average Daily Attendance (ADA) as regular continuing education classes are supported. While community service (local) tax sources are acceptable, this kind of support would not seem to provide for expansion of programs as needed, nor for truly significant numbers of seniors to be involved. As stated elsewhere in this report, the Bakersfield College study has shown that senior programs can rival total college programs as far as numbers enrolled. Community service programs, except in extremely rare instances, could simply not support such large participation.

We do believe, however, that a combination of adult ADA and community service funds would be ideal. There are a number of instances in which community service support can add greatly to educational programs, particularly in respect to recreational activities, certain types of field trips, various types of needed equipment, etc.

Seniors also should be encouraged to attend regular community service events on and off campus. They can often help to fill empty houses, especially if transportation is provided or well coordinated and if charges are made, they are waived for senior citizens.

Program Support: This demonstration project attempted to determine if educational institutions could support programs for senior citizens without having to expend significant amounts of money taken from other programs or categories and which would basically be supported by Average Daily Attendance. The answer is basically positive. Our figures indicate that our one-year progr[illegible]ld have produced approximately $18,500 in adult ADA (@$595 per ADA), while we spent $15,750 on instruction. Additional monies were spent, of course, for supervision, clerical support, supplies, etc. A little over $1,000 was spent on bus transportation. The ADA could be significantly increased for those seniors spending ten hours or more per week in class. These figures include a number of classes of initial, and in some cases, continuing low enrollment in order to adequately test out various ideas, concepts, and classes. A regular on-going program should have a significantly better income proportion.

In-Service Training

While in the limited time of this project we were not able to adequately evaluate the effect of in-service training, it did become evident that any major continuing program will need some type of effective in-service training.

Need to Educate: We found that few people really understand the problems and prospects of aging. We have constantly repeated in this report that a major reason for a senior citizen program is to change the image of aging as there are so many erroneous ideas and beliefs commonly accepted today. Therefore, the vast majority of those involved in a program whether they be the instructor or the instructed, will need much education about aging. A good in-service program can also be of considerable value to the entire community, as one may be able to involve persons not directly involved in the program, such as nurses, government personnel dealing with seniors, college faculty, etc. It should be possible, for example, to arrange for class attendance for nurses, nursing home and convalescent hospital administrators, etc.

Outside Help: We found that we had very few local resources upon which to draw for such in-service programs, but found experts from other areas of the state willing to help for little more than transportation money. We ran one excellent lecture series on the major aspects of gerontology. It was the first such lecture series in our community and while we did not have as large an audience as we wished, we believe it was important to those attending and also indicated our seriousness in approaching the problem. The publicity from the lectures also was important to the total program.

Special Problems

Special problems will arise and they will arise on a local basis, therefore it is difficult to make many specific statements. In general, there are several sources of problems which will probably have to be dealt with in one form or another.

Threat to Other Groups: The first source will be from various community groups or agencies who might feel your entrance into the field is a threat to their position. In most cases, recognition of such possible fears on your part and early coordination and perhaps some mutually agreed upon delineations will help to establish cordial relationships. One of the major factors that becomes apparent in dealing with senior citizens is that there is never enough help and support to go around; therefore, it is a shame if one group or agency looks upon another as a threat. There are simply too many needs to engage in fighting at this level. It is important to coordinate with all concerned groups so they truly understand what you are trying to do and don't get the information, greatly distorted, second or third hand.

In some instances it may not be possible to placate a group or agency except by withdrawing completely from the field. In this kind of situation, it is necessary to assess the educational institution's proper role, the best way to perform in that role with least antagonism from other groups, and then simply go ahead and do your job. It is impossible to please everybody, and one cannot expect to.

When opposition arises, it will be easier to weather and to evaluate if a number of community agencies and others have been approached and are already supporting your program. We have stressed over and again in this report the importance of community contacts. This is another example of their importance.

Philosophical Opposition: Another source of problems may be groups that are philosophically opposed to this use of taxpayers' money. There often is not much one can do with these groups except as individuals. An aging program can have many phases and emphasis besides general education. These can include programs for diabetics, heart patients, stroke victims, etc., and often you can reach individuals within opposition groups because of their support of these other areas. A program must be presented to the community in a philosophical as well as a practical way. Many times it is possible to anticipate philosophical opposition and answer it before it gets off the ground.

Ground Rules: A couple of ground rules: Don't reply emotionally to charges against the program; don't reply on a personal basis; don't answer petty charges; don't give credence to the opposition by replying directly to them wheenever it can be avoided; stay with the basic facts and the basic philosophical beliefs that allowed the program to begin. These are so overwhelming that opposition has little ground to stand on and will usually destroy itself by emotionalism!

Internal Opposition: A third source of opposition can occur within your own faculty and administration. This is usually caused by ignorance and should be eliminated through a normal informational approach. Opposition would normally center around such issues as priorities, the offering of "non-collegiate" classes, use of "unqualified" faculty, etc. This can be more of a problem in a university situation than at a community college and certainly should not be a factor in an adult school. A good approach may be to organize a college-wide advisory committee to help with coordination, philosophical basics, etc. Such a committee could also help coordinate direct services and gerontology programs.

Senior Opposition: Another potential source could be the senior citizen community itself and this can occur because so many feel it is a waste of time for an educational institution to try to serve them "at their age." This kind of opposition will disappear as you present relevant programs and gradually change "the image of aging" and as you prove that you are really serious about serving their needs and not just interested in their money or in state apportionment for attendance.

Basic Problems: We have talked so far about opposition types of problems. Others can also be factors and often they are related to the basic problems associated with the aging, such as transportation, facilities, etc., and these can be solved only by good planning but also almost exclusively on a local basis. Do not neglect seeking help from service clubs, other interested agencies, county boards and city councils.

Resources: A final type of problem can be adequate sources of information about programs or particular course content, new information on the aging, etc. Start with the bibliography at the end of this Report if there is not sufficient information within the report itself. Develop contacts with other educational institutions involved in similar programs. We would be happy to supply any additional information we may have, and the U.S. C. Andrus Gerontology Center is a good contact, as is the AARP Institute of Lifetime Learning in Long Beach or Washington, D.C. Go to appropriate and relevant conferences. A number of colleges and universities are beginning to offer good curriculum in gerontology, and a number have professional courses in serving the educational needs of the aging. Get other members of your institution involved, share the load and information gathering. Get others involved!

Registration Information

(This section applies specifically to California, but can be applicable elsewhere.)

Program leaders often complain about the long registration forms required of all students and the fact that these are very difficult for many seniors and have often a very negative impact on enrollment. We have conducted a rather exhaustive study of the amount of information needed for adult classes offered to senior citizens. Seniors enrolling in regular classes still need to fill out registration forms completely, but those in adult only classes do not.

Appendix II, is a copy of our Registration form. It is used for all students but senior citizens need fill in only the first 11 lines (bold type). They do not need to fill in the Residence Card required of regular students. The first eleven questions on the Registration Card constitute all the information needed for state and federal reports.

Summary

1. There is significant philosophical base for direct education programs for the aging.
2. Population and other statistics of the aging point out the need for specific action in order to alleviate a national problem (both current and potential) and make use of a vast national resource.
3. Current research strongly indicates that older persons can learn and learn well.
4. There are many areas of need among senior citizens that can be met by or through education.
5. There are many problems among the aging which make any form of social involvement difficult.
6. Education for the aging needs a different approach and a different philosophical goal than education for the young.
7. Educational institutions must adjust to the problems and limitations of the aging and not visa-versa if significant numbers of the aging are to be reached.
8. The more a senior citizen needs the benefits of education, the more difficult he is to reach because of various limitations and problems associated with his circumstances.
9. It is critical to the success of any aging program to change the image of aging within the local community.
10. Significant communication between the institution and the aging community must take place prior to and during the presentation of educational programs.
11. Seniors have wider interests than they are generally given credit for.
12. Most senior citizens live on limited budgets and cannot afford tuition or other charges except on a very minimum basis, and in many cases any charges will eliminate senior participation.
13. Good educational programs can involve very large numbers of senior citizens.
14. Educational institutions must be prepared to do considerable soul-searching and philosophical planning before beginning a significant senior program.
15. An educational program must be preceded by an adequate local assessment of needs and development of information about the local senior population.

16. A local senior citizen advisory committee is a vital part of any senior citizen program.

17. Responses of seniors to types of instructional programs will change as their self-image changes and as they become accustomed to participation in classes.

18. An educational program will lead inevitably to other types of institutional involvement in the needs and concerns of senior citizens.

19. A good senior citizens program can be largely supported by ADA apportionment.

THE BAKERSFIELD COLLEGE DEMONSTRATION PROJECT

THE DEMONSTRATION AREA

Those interested in duplicating any part of the Bakersfield College Demonstration Project will be interested in a geographic, economic, demographic, and cultural profile of the community (see Appendix I, "Project Proposal," p. 8 ff.), for these data will reveal patterns and situations found in many communities, whether urban or rual. The Greater Bakersfield Area is particularly well suited to demonstration projects of many types, but especially to those having to do with direct educational services for the aging, since it is a relatively isolated community and one in which there has been no precedent for such a program. As a result, the impact of this program was relatively simple to measure. In addition, there are represented within the community all types of population groups: rural, urban, semi-urban; poverty, middle-, high-income groups; minority representation typical of California.

All educational levels are represented; however, there is a preponderance of aged having less than a high school education -- a fact which reflects the major industries in and around Bakersfield -- agriculture and oil -- both of which at this time guarantee extremes of social stratification. These cultural factors offer a valued research milieu for the negative image of aging and the psychological distance and conservatism where education is concerned, offer an optimum challenge to the program developer who must motivate and re-educate.

The community image of Bakersfield College should be mentioned, too, for being the only institution of higher education from 1973 until the 50's, it has assumed a position of pride, dignity, and leadership within the community. For this reason, any program it has undertaken has not been taken lightly by any age group.

Geographic Description

The service area of Bakersfield College is approximately 90 x 70 miles, and includes seven small towns and the major city, Bakersfield. The area includes mountains, desert, and a large agricultural valley where crops of cotton, citrus, grain, hay, grapes, and vegetables thrive among oil wells. Temperature extremes and distance are two constants which in concert isolate our aged, who have resigned themselves to local television and newspapers. The problems of transportation and communication are crucial, as they are in most rural-urban areas; but where the aging are concerned, they are overwhelming.

Economic Description

Greater Bakersfield has not in modern history been counted among poor communities, for the agriculture and oil industries have provided handsome tax bases. Unfortunately, both of these industries imply a rather marked and rigid economic and social stratification. There are no ghetto areas comparable to those of a large city, but there are definite lines of demarcation for the aged. -- especially the minority aged -- are further isolated by their meager incomes. The overall poverty level includes 14.8% of all persons 65 years or older, but there are large groups of aged poor -- approximately 5,600 (10.8%) of whom nearly 450 (6.2%) are Black and 600 (4.0%) Mexican-American. The most shocking poverty figures, however, are those aged indicated in the 1970 census as "unrelated individuals": 42.8% (3,424) comprises all races; 37.4% (261) of the total Blacks in this category, and 26.3% (226) Mexican-Americans are aged. The minorities also do not live as long (the two major minorities should reflect one-third of the Greater Bakersfield population) as the aged Anglo-American.

Demographic Description

The service area (bounded by Frazier Park on the south, Delano on the north, Interstate 5 on the west, and Mojave on the east) has a population of 330,000, a great part of which (140,000) is concentrated in the Greater Bakersfield area and the city of Bakersfield (80,000). The ethnic representation is typical of California demography, for 10% of this population is Black, 20% Mexican-American; in addition there is a small percentage of "Other" (Filipino, Arabian, Armenian, Oriental, Basque, and Greek). The 60-years-plus group comprises 35,206 (10.6%). Of these, 5.8% (2,050) are Black, 8.9% (3,437) Mexican-American. The total percentage of aged is within the national average, for despite the apparent negative climatic conditions, the native aged tend to claim their retirement options in the community rather than to seek more beneficent (but more expensive) surroundings.

There are well defined areas inhabited by the aging: the poorer and minority sections of Bakersfield and its surrounding cities, as well as one middle to upper-middle class retirement community. In addition, there are several low-rent housing areas, two retirement high-rises, and ten convalescent homes.

The aged minorities, too, find the idea of lifelong learning quite foreign, for their youth has been dedicated to field labor or other tasks which required minimal schooling. Religion for these groups is perhaps an even stronger influence than among the Whites, at least in the sense of social identification. They furthermore guard the cultural insulation which they are provided through their churches and retirement clubs, and are more likely than the aged White, to rather persistently defend their exclusiveness.

THE HISTORY OF THE PROGRAM

The history of the B.C. program began with Dr. Charles Carlson's dissertation, "California Community Colleges and the Education of the Aged" (USC, 1972). Under his direction, the program began with the formation of a college Senior Citizens Advisory Committee comprising several leaders among retirement communities and organizations. Since there was no local governmental entity on aging at the time (1971-72), this group, under College auspices, provided the necessary leadership in writing the project proposal. The California Commission on Aging subsequently awarded a Title III Older Americans Act one-year grant of $42,000 for a demonstration program of direct educational services for the aging (60 years and over). The products of this demonstration study were to be guidelines for program planning, execution, and evaluation.

The program was initiated August 1, 1973 under the direction of Dr. Carlson, and with the efforts of a full-time coordinator, Miriam Paine. The ultimate aim was that of involving 500 to 800 persons 60 years or above in a continuing education program. Dr. Carlson's dissertation substantiated the basic idea of outreach classes which were to be conducted during the day and in a non-threatening manner (without grades, examinations, or strict attendance rules), but since nothing of this kind had been done in the community, it remained to be discovered how best to reach or motivate the community's aged, or what curriculum to deliver to them.

Another of the major purposes of the project was to determine whether or not such a program might be self-supporting through apportionment. It was for this reason that it was conducted within the Continuing Education Division rather than through Community Services.

Phase I -- Program Strategy: It was first determined that a needs-interest survey should be conducted among target areas of seniors. It was also decided that, concurrent with the survey, the initial attempts to publicize the program should be made among college staff, clergy, senior citizen groups, service organizations, volunteer and social service agencies, and the community at large. The Bakersfield College Senior Citizen Advisory Committee helped to make the initial plans along with the college staff.

It was also decided that a high caliber gerontology lecture series should be conducted and to thus provide an efficient means of informing various constituencies -- the aged, hospital administrators and staff, college personnel, and the community as a whole -- about the field of aging.

These efforts, along with interviewing potential teaching staff were to comprise Phase I of the program.

PHASE I -- NEEDS-INTEREST SURVEY

(See Appendix VI for Survey instrument)

A needs-interest survey on a significant scale must, we found, be conducted by persons having some expertise in interviewing, and considerable interest in the aged -- a segment which must establish confidence and which must be allowed to express themselves. In addition, they may find the idea of taking classes quite strange, uninteresting, impossible, or even foolish; thus it is important that the interviewer be capable of explaining the program, and of motivating an interviewee. We cannot overstress the importance of careful screening, for the surveyor represents the program and the institution, but even more important, he can motivate by personalizing the program. In addition, he can share with the program developers those insights derived only from personal encounter.

The twenty paid B.C. surveyors were given an initial interview and were subsequently brought together for further explanation of the program and the survey, for practice in interviewing, and for assignment of area. Several of the surveyors were members of the Advisory Committee or other senior adults; others were middle aged and/or college age; two were Mexican (bi-lingual), and three were Black.

The goal of each surveyor in the B.C. program was to reach one hundred aged persons within forty hours over a two-week period. The result was 535 interviews which clearly established an interest in an outreach program of education: 198 (37%) indicated an interest in such a program, but 44% were found to be without private cars, 15% afoot, and 29 % dependent on buses or taxis. Mornings or early afternoons were preferred class times; clearly, there was no interest in credit courses.

Those who were uninterested in such a program were inhibited by infirmity, family responsibilities, language barrier, or lack of transportation. Some were frankly not interested in "college" courses, and still others found themselves too involved with travel and the freedoms of retirement. A few thought it a waste of taxpayers' money to educate the aged -- a response that was found among the middle- high-income group.

The educational level of these interviewees from target areas of minority and white, poverty, middle and high-income aged is generally low, for 23% have completed less than the sixth grade, 46% less than the ninth; 16% have completed high school, and still another 16% have attended college. The remaining 22% have more than a ninth grade education, but have not completed high school.

A surprising number of the interviewees (51%) were aware that the college was concerned and involved with the aged -- a figure explained by a 60% exposure to the local newspaper, and 79% to radio or television.

With such diversity of economic and cultural backgrounds, it would be expected that curriculum options would vary. Among the minorities and low-income Whites, there is a high incidence of illness, and there are also problems of language and/or literacy. Their indicated interests, therefore, lie in health and nutrition, language skills, and ways to make money. In addition, they indicate interest in arts and crafts, music (especially chorus), world affairs, and training for volunteer assignments. The moderate to high-income group, who are more mobile and who have fewer health problems, are interested in world affairs, travel, arts and crafts, music, drama, and literature.

PHASE II -- DEVELOPMENT OF THE CLIENTELE

The Bakersfield College program of direct educational services for the aged is consonant with both the open door policy of California Community Colleges and with the philosophy of this specific college, for within it are embraced those aims which accomodate the immediate and changing needs of a community comprising all ages. This philosophy reads as follows:

> The community college is a uniquely American institution which has developed to meet the needs of a rapidly growing, technically-oriented, urban society. The increasing popularity of the two-year college may be attributed in large part to its recognition that the community has constantly changing educational needs and that these needs are intellectual, technical, social, and recreational in nature.
>
> Bakersfield College recognizes its responsibility to meet these needs as they occur and to anticipate them when possible. The college strives to provide the instruction, the facilities, and the extra-curricular experiences which promote understanding of man and the enjoyment and appreciation of his environment.

It is important to know the parameters of a particular institution's commitment, we find, for where the aged are concerned, there are necessitated new emphases, approaches, as well as new constituencies which, if they are realized, bend the thinking at every level of both the community at large and the college community. That this is so was evident before the program actually began, for even the supporters of it disclosed an approving but quite limited vision of its extent and purposes. This was a reflection, of course, of the traditional way of thinking with respect to the purposes and clientele of education (careers for youth) as well as to its usual demand and delivery modes.

Some non-supporters offered bitter and vociferous objections to the program, for in their thinking, we were totally unjustified in "wasting" tax monies on the aging. This objection was voiced from several sources, including some of the aging themselves, from both surveyed and non-surveyed groups.

What was obvious to us, of course, was that a great amount of educating must be accomplished among all age groups with respect to the aging process, our changing demography, the need for quality, etc., and that this broad program must be concurrent with the one designed specifically for the aged.

It was also evident that there were many unmet needs among our aging, which, if they were not to be relieved, would curtail our effectiveness in a program of educational services. Transportation was the most crucial area of need, but (as was also revealed on the survey) also the entire array of direct services (meals, housing, job placement, legal and information-referral services, health services, etc.) were found to be lacking. In addition to these lacunae, there was no single political voice to represent the aged, and much dissention among both retired groups and the community agencies who were in some measure involved in direct services other than education.

---

[1] Bakersfield College Catalogue 1973-74, p. 6.

It was quite clear to the B.C. program developers and to their advisory committee that the college philosophy would be tested, and that the college role must be enlarged and distributed among several foci, especially in the areas of community education and leadership in community planning with respect to aging and the aged. How to accomplish these aims most effectively with limited resources and various resistances was of major concern in the initial planning of Phase II.

Development of the General Community Clientele

Strategy: It was agreed among the Senior Advisory Committee and the College program administrators that, total community involvement being our goal, our immediate aims were two-fold: (1) To assume a position of leadership within the community for the formation of a County Commission on Aging, and for the galvanization, planning, and/or coordination of other direct services where our resources would permit. It was agreed further that, although college personnel would assume leadership in these areas, the Advisory Committee members would assist wherever their time and talents would allow them to: establishing contacts, making appearances, providing ideas and valued advice. (2) To inform and educate, as much as possible, the entire community with respect to aging, the aging in the immediate community, and the B.C. program of direct educational services for the aging. It was also agreed that all forms of communication would be utilized for a public relations program which would aid all segments of the community.

Community Leadership: The formation of a county commission on aging appeared to be the item of highest priority, for until such an entity existed, aged persons could have no unified voice in making their needs known, nor in having them met. The result of college leadership in this endeavor was that of gaining a position of confidence in the broad field of aging and in our own particular program.

The Program Director, Dr. Charles Carlson, established the commission guidelines which were the outgrowth of numerous planning sessions with senior organizations and communities, social service agencies, and the college advisory committee members. The irony of this endeavor was that it helped to overcome emulation among senior groups, for they shared in this muutal concern. This sharing, as a matter of fact, became stronger through the resistance offered by one dissenting group, and the dilatory procedures of local government.

The Commission is now a reality, and the College maintains an ex-officio position which allows us a continued opportunity to guide the destinies of our aging in a fair and efficient manner. In retrospect, we would not proceed differently, for we have helped bring into being a much needed government entity without which there is no adequate planning, coordination, or funding. This proved to be an excellent means of involving and unifying seniors, and for generally raising the community awareness about a common concern.

The College has also taken the responsibility for contacting businesses and agencies for an exchange of information. Again, as a result of our interest, we have been called upon for specific programs or for assistance in planning. Such has been the case with our local city transit personnel, convalescent hospital administrators, volunteer agencies, the Health Manpower Consortium, HUD, etc. We have proven beyond doubt that the resources of the college are needed and appreciated by the community in its efforts to initiate, improve, and augment services for the aging. The College is also in a valuable position to make recommendations to government bodies because it is unbiased.

Community Education: Having agreed with the Senior Advisory Committee that all levels of the community needed to be informed about the field of aging as well as about our own direct services program via a large-scale public relations effort, we proceeded to contact those resources which were of the most obvious value: newspapers, radio and television, clergy and lay groups, senior groups, service clubs, political leaders, social welfare, volunteer, mental health, health services agencies, and educators in the adult school, the State College, and Bakersfield College. Our plan was to saturate the entire community with information about our program, but to show it in its national context. At the same time we planned a gerontology lecture series which would provide a high level overview of the issues, and which would provide an in-service training opportunity for outreach instructors and convalescent hospital personnel. All of these efforts, it should be remembered, were for the purpose of developing our grant program of direct educational services.

We were pleased to find that there was much initial interest in the program and much cooperation. The media cooperated with us, and in addition, we found that many of the retirement, church, social services, and service club groups were eager to help us provide programs. In the entire community, there was only one note of non-cooperation, and that from a group which, unfortunately, evidently felt threatened by the College. We telephoned or wrote to hundreds of leaders in the area, and many responded with interest and with willingness to cooperate in spirit, if not in resources.

The community's awareness increased rapidly, and the program snowballed from the beginning. What had begun as a small but energetic offensive, rapidly became a defensive on our part since our staff was limited to a director, a coordinator, and a part-time student clerk. Fortunately, a retired school administrator materialized and began to assume some of the contact and coordination efforts, for we were frankly inundated with requests for information and possibilities for program development. To have shown our hand but not to have lived up to our commitment would have been disastrous. The problem was that of simultaneously providing public information, developing the aged clientele, and delivering our direct services program.

The gerontology lecture series provided an ideal bridge, for although it was not to be conducted until the beginning of the second semester, it gave us an opportunity to build a definite part of the program, and thus to offer something concrete from the very beginning. This series proved to be a high mark of the year, for not only was it of extremely high caliber, but it reached all levels: the aged, educators, hospital personnel, and the community in general. The attendance was not impressive -- likely because it was conducted on campus -- but it made a tremendous impact, for the speakers were liberal in their sharing of content and humanity.

Our strategy for informing the general public was extremely effective, considering we had little ballast from other education segments. And we established a reputation for concern and leadership within the community. Most important of all, we believe that we have begun to reverse the image of the aged in the community, one of the most detrimental aspects of which is the belief that they have little to offer, that they cannot learn, etc. And perhaps we have generated some thinking about learning as a lifelong process which, in addition to its occupational purposes, mediates quality of life and, where the aged are concerned, perhaps life itself.

Development of the Aged Clientele

Strategy I: It was impossible to separate our programs of public information and direct educational services even from the beginning, for we were frequently vis-a'-vis senior groups who were either ready to start an outreach program, or who, having been contacted, we felt should at least consider program options. This meant overlapping with the next phase -- program development -- and all of its ramifications: locating instructors and facilities, and developing courses.

The initial strategy for developing the aged clientele was that of contacting the various retired groups and convalescent hospital activity directors and/or administrators. The Senior Advisory Committee was extremely helpful with respect to the first category, for they themselves represented many retired groups, and could provide references, and in some instances, schedule the contact.

Claiming Program Options: Our aged clientele fell into many categories with respect to involvement in a direct educational services program, because they differ extensively as to interest, motivation, and identification with such a program. We found that merely telling the various groups about the program was not enough, for personalized as this method was, there remained a deep and silent chasm between the presentation and subsequent participation. There were exceptions, of course: the convalescent hospitals were only too eager to participate, as were some of the senior groups. But all too often nothing happened, even with college follow-up. We may conjecture that the image problem is the basis, as well as the misconstruction of what education is or should be. Assuming these were the causes, we changed our strategy with respect to the direct services program.

Strategy II:- Claiming Program Options: As professional educators, we felt justified in a new tack on the basis of an elementary assumption: if the worth of fulfillment is proven, demonstrated, obvious, those who are capable will want it, for the aged prefer meaning, direction, and commitment to inertia or token involvement. The strategy in this phase was aggressive, personal, concrete; it bordered on opulence in the matter of curriculum possibilities. It was the result of refining our understanding of the clientele -- the image of themselves, their needs, fears, limitations, potentials. We determined that every group manifested differences -- both broad and subtle -- and that they must be approached with greath warmth, enthusiasm, hope, frankness. Some were suspicious and doubting -- both of themselves and of the College. Others were too willing to "please," and thus to claim options, not knowing exactly why. Most were unable to identify with the abstractions of "program" or "course."

Our new approach was that of establishing rapport with a leader within a neighborhood or group. These leaders have proven to be diverse, for they may be natural leaders, group officers, clergy, or agency supervisors. They must, in any case, have the confidence of the aged and definite commitment to the program. They will be the ones to claim the option and to build the support, for they are in positions of confidence. The College can help them by giving demonstration programs which clearly point up the content and the possibilities of a particular course option. We found that by offering slide programs of presently involved groups, and by even introducing a potential instructor and allowing him to participate in the presentation, lack of confidence, misunderstanding, and non-interest were many times overcome.

Without this kind of peer or official leadership and concrete demonstration, we are paralyzed, and are doomed to deliver a program in a most inefficient and dispiriting manner. That this approach is successful can be seen in the total number of involved persons at the end of the first semester: we had anticipated 500 to 800 persons for the year; approximately 700 were already participating.

We have also learned to be patient and to allow time for interest in a particular curriculum to develop. The important thing is to start with an interested nucleus. whose enthusiasm will spread to involve others among peers if the college keeps open the channels of communication, and confirms its interest in those already involved; and until the self-image of the aging is improved, it is axiomatic to say that a successful aging program is highly personalized. Our aged share many things with respect to self-image, but we must remember that there are great differences in background, and that they have had the time to accumulate and to reinforce a particular value system and personality. It is, therefore, useless to approach our aging as simply "aging" who are defined by their commonalities of retirement or threatened image, for all of these shared features mean different things to different individuals and groups. To one person, for instance, retirement means boredom; to another, a chance to investigate and develop, and to still another, a matter of economic or psychological desperation. It is up to the program developer, then, to know his constituency -- if not personally, at least via a leader.

Recruitment of Faculty and Supportive Personnel: Unlike traditional educational programs, a program designed specifically for the aging comes into being and develops -- at least at this time -- out of the needs and particular commitment of particular people at any particular time -- that is to say, there is no predesignated curriculum, and there are behavioral (see sample "Course Description," Appendix III)rather than degree or program completion goals (with the exception, of course, of second career programs). Because the goals are behavioral, it is imperative that all personnel in a program -- instructors, outreach workers, and clerical staff -- know the objectives.

Staff members must understand the environment of their assignments, the problems of aging, but at the same time they must be strong believers in the validity and direction of their work. It is not the responsibility or the role of the community college to provide leisure programs which lull people into deeper passivity. On the contrary, it is the role of the college and the responsibility of the individual instructor to involve their "students," to lead them out of passivity. The programs in convalescent hospitals are no exception. It is important, then, to carefully screen instructors, and to plan hospital programs with them and appropriate hospital personnel.

We have been extremely fortunate to date in our recruitment of faculty, for many retired teachers, or teachers who prefer a part-time position, have been available. In addition, there are in the community many professional and vocational persons who are eager to become certified and to participate in the program. One of the very real problems approaching us is that of exhausting our supply of resources since we are limited to a six-hour instruction week per instructor. There is no apparent answer to the problem, for we cannot afford regular staff (nor do many of them have the time), and we have no inclination to lower our standards. One of the positive things that has emerged is that the aged student will not tolerate inadequate instruction.

For this reason, it is wise to allow the seniors themselves to participate in the selection of instructors. They are extremely astute in their discernment of talent, sensitivity, and ability to relate; they are also extremely fair despite their frequent conservatism -- some of our favored instructors have been considered "shocking." The aged participate in a program because they want to; it is important to find instructors who share the excitement of learning, and who can handle groups who may comprise disparate backgrounds, abilities, and physical conditions.

Community Involvement

Anyone who has been involved in providing direct educational services to the aging knows that education for the aged, although it may be isolated as a single need, cannot be treated as such, for education cannot become a high-priority need until basic needs and services -- transportation, housing, meals, health, etc. -- are met. For this reason and many more, then, it is impossible to ignore the community, for it is the source of all the support systems which will to a great extent determine the quality of life and options of its aged. In the Bakersfield community there was no broad-based support system, no political concern when the College began the project in the Fall of 1973. We started, in addition, with non-cooperation from the personnel administering and supporting the Title VII nutrition program -- a state of affairs which grew worse when college personnel helped form a County Commission on Aging. Because of these disadvantages, we are in an excellent position to weigh the importance of community support systems and supportive leadership.

Whether the college limits its focus to direct educational services to the aging, broadens its scope to include indirect educational services --training of professionals and paraprofessionals -- or assumes the role of community galvanizer, coordinator, planner, or consultant, our rationale, where the aged are concerned, is re-entry. Delivery of education to the aging is one of the best ways to accomplish this, but before it can be optimally effective, many other services must accomodate many other needs, and it is the community which will meet them.

In actual practice, this philosophy necessitates our educating the entire community to need our program, which to many is a commendable social gesture, but one which should have strict limits. But it also necessitated our involvement with governmental entities, religious groups, social services agencies, health service providers, pressure groups, etc., for unless there is a broad-base of community services, education for the aging will be limited to a relative few.

Realizing that our program could not succeed in any significant way without the concern and involvement of the community, we proceeded to build in two directions: the direct education services for the aging, and the support system among the other entities. The aged who have become involved have done so to a great extent as a result of our media cooperation: they have begun to think of themselves in a different light, because they have learned about the program in general and about the involvement of hundreds of their peers -- the idea of taking a class or two is becoming an accepted thing, not something bizarre.

In addition to the support of the media, the clergy have been extremely helpful in bringing together planning or orientation groups who, although they may not immediately opt for the program, at least become aware of it and accept it as a regular part of the college function. The clergy are invaluable community contacts, for not only do they directly reach many of our aging, but they are in a position of trusted leadership, and thus are among the most important galvanizers. In addition, most of them are willing and even eager to share their facilities for outreach purposes and for little or no cost.

Every member of the community is a potential outreach worker if you educate and motivate him. And since an aging program is always an extremely personalized one, it is important that we have a network of outreach contacts. At this time, we are very dependent on the cooperation of all who are in a leadership capacity -- natural or appointed -- especially those who work with or live among the aging.

Without the full support of the community, a program for the aging could at best be only a gesture. With community support, the program flourishes, and the college gains in its position of respect.

DEVELOPMENT OF CLIENTELE - CONCLUSION

The actual development and delivery of a program for direct educational services to the aging may be accompanied by a mixture of exaltation and frustration for the program developer: he must break through the barriers of a most defeating mind-set -- time and tax dollars should not be spent, at least to any great extent, on educating the aged. The rationale for this, of course, is founded on the belief that the aged cannot learn, or that they have too few years to "pay us back." No group has more thoroughly absorbed this belief than the aging themselves. If this thinking is to be reversed, all age groups must be involved in a reconsideration of the purposes and potentials of education, and in a redefinition of "practical," "humane," "the aged."

To actually succeed in an educational program for the aging, then, no age group can be left out of a re-education process. The shortest route to a reversal of our present thinking is to inform the public about the potentials in a change. There is no means of communication which should be ignored, and no break in the communication.

Even with an effective public information program, however, the aged, unless they are among the few who are already involved, do not easily identify with a learning situation -- they are, after all, "too old to learn." The disbelief that a program might be designed expressly for their purposes, or that they can learn and should continue to learn, is among the gravest of problems. As a result, they are frequently consumed with inertia which may take many forms ranging from total passivity and disengagement to frenetic overinvolvement. Fortunately, there is frequently a peer, a friend, or a counselor who finds the idea of involvement and growth appealing. When this is the case, there is much hope.

We have learned through trial and error that, without the help of these more liberated persons who maintain a position of confidence and leadership among our aged, there is little hope of building a far-reaching or significant aging program. An educator may explain and appeal as he will, but unless he reaches one of these persons, there is little chance that his program will be opted for. These are the people who will be listened to, who will motivate and help plan. They may be either catalysts or galvanizers, depending on their relationship; they are the real bridges between the institution and the individual. That this leadership is crucially necessary has been borne out during our entire program, for wherever it did not exist -- as it did not among our Title VII recipients or in the unorganized part of the community -- no educational program was ever delivered.

In many instances, members of the Advisory Committee have served in this capacity; in others, agency personnel; in still others, persons who among their peers assume a leadership role. One type does not seem to be preferred above another; on the contrary, the constants are respect and ability to lead.

We have also found that there is no shortage of clientele; rather, there is a dearth of personnel to cultivate them. Our aged require a particular type of exposure if they are to restructure their thinking, or if they are to overcome their fears of re-entry. They need and must have personal attention and concrete demonostration. What they may be exposed to via the media may start them thinking, but claimed options are usually the outcome of a personalized encounter. This is true for all types of aged persons. The barriers and differences of language, education, income, religion, and race disappear with responsible leadership and honest commitment. The Bakersfield College project, above all else, has demonstrated some of the constants we've always known but must constantly re-learn: people at any age need love, trust; they must have something to look forward to, something to receive, and something to give. Our aged are no exception.

It is highly recommended, then, that persons who are hired for working in the development of a program be carefully screened for intelligence, sensitivity, and a sophisticated ability to feel what another human being feels. At the same time, they must be capable of judicious advice where it is needed. They must also be capable of relating to the concrete experiences -- the practicalities of life. They must be free of educationese and speak the language of mortals.

Maturing of Clientele: When we speak of development of clientele, we frequently think of the initial contact and motivation stages. There is also another sense of the term: the growth in awareness of the clientele. This aspect has been one of the most exciting in the B.C. program, for in a year's time we have seen several changes in our curriculum -- its content and its programming. Our Fall 1973 curriculum was almost devoid of "cerebral" courses. There were among the 17 classes, two current events discussion groups, and a late-starting and only fairly attended Psychology of Aging class. The remaining classes were predominantly oil painting (4), but included chorus (2), ladies' exercises (1), and the convalescent hospital program (7). Most of these classes came into being by deliberate program development rather than by request. Fall 1974 finds us with a predominance of requested classes, many of which are block programs jointly planned by the constituency and college personnel. In addition, there is a marked trend toward a blance among the cerebral, the kinetic, and the aesthetic. We are now building a program which offers book reviews, poetry, nutrition, current events, psychology, and personal encounter, in addition to more diversified and sophisticated types of music and art, crafts, and calisthenics. This has come about because our clientele has "matured"; the role of the college has been that of helping to plan, making known, and offering the options.

The convalescent hospital constituency has matured as well. Initially the patients wanted to be entertained. They are now demanding and responding to activities which require their active participation: discussion, singing, exercises. This can to a great extent be accounted for by their confidence in and the direction of our instructors, who have remained in the program for the entire year.

PROGRAM DEVELOPMENT

The development of instructional programs among the aged is a less formal but in many ways more difficult process than is traditional curriculum, for generally the aged, unlike youth, are not interested in long-range goals or a too demanding curriculum. There are exceptions, of course, but these observations apply generally; and perhaps, if lifelong learning becomes the norm in our culture, this will change.

At the present time, an instructional program may develop in a number of ways, depending on the degree of motivation, the background, the needs and interests of a particular clientele. Occasionally a group knows what they want and may even organize their own program. Frequently, however, they do not know, and are even overwhelmed with the idea of comparative freedom of choice. When there are no specific options claimed by a group, it is up to the program developer to give direction in making a choice. If the programmer can but succeed in finding a starting place in curriculum, and an appropriate mode, new curricula with more depth and scope will follow. This kind of development presumes patience and insight on the part of the programmer, for he must allow the aged both time and space for self-discovery, for growth in confidence and awareness.

It goes without saying that faculty and administration in this type of program must understand that we are aiming at a clientele which suffers threat to many of the basic ingredients of human dignity. They are, therefore, seeking defenses or are attempting to salvage those areas of defense. The curriculum in its initial and many subsequent stages must provide content, but equally as important, it must mediate between other kinds of needs and their fulfillment - e. g. oil painting may be exciting to a "student" for its content, but it may be more important to him as means of socialization or self-confidence, than it is for its content per se.

This is not to say that the aged are not serious about their classes- only that they are not serious in quite the same way as is the younger student. We who are involved in lifelong learning programs must remember that we are in the midst of social change, and that we, our clientele, and our programs are but in the infancy of this change.

The various groups in the B.C. program all substantiate the validity of involvement and growth through lifelong learning. The middle-to-high income segment, after a year's involvement, want to participate in choosing staff and in building their program. The large minority group is content with our choice of staff and are voraciously opting for new types of curriculum. All groups are becoming more investigative and more demanding. They are going through their Romance with learning . . . we have faith that they will grow into the stage of Technique, and finally that of a dignified re-entry. That they will do this looks hopeful.

Our advice is to start with curriculum--whatever it is--which motivates and which answers as many needs as possible. Once the process of involvement with learning is started, it will continue if the educational institution can meet the demands, if it gives sound direction, and if it knows its constituencies.

Development of Specific Programs

The year-long program at Bakersfield College is still in its infancy in terms of curriculum diversity or development; however, it reflects (see Appendix V) growth in both the number of constituencies benefited, the different kinds of courses requested, and the sophistication of courses. We feel assured that, once a starting place has been found, the depth and scope of the curriculum will follow. A few examples will illustrate the pattern:

	Fall '73	Spring '74	Fall '74
Kern City (Anglo, Middle-Upper Middle)	Art	Art	Art
	Art	Art	Art
	Exercises	Exercises	Current Events
	Travelogue		Psych of Aging
			Sewing
Community House (Anglo, Middle class)	Art	Art	Art
	Art	Art	Art
	Current Events	Current Events	Current Events
		Psych of Aging	Personal Concern
		Personal Concern	Stitchery
			Home Accessories
			Poetry
			Book Reviews
Bethany Methodist (Mexican-American) (Middle-lower-middle class)		Crafts	Welded Metal Sculpture
			Guitar
			Foods
			Stitchery
			Sewing
			Basic Design

The fact that curriculum grows and diversifies can be explained first and foremost by the constituencies succeeding in and hence identifying with a learning experience. The fact that this diversification tends toward a well rounded curriculum is explained by a combination of factors. In some instances, the clientele has opted for courses without our suggesting them; in others, we have jointly planned with them; and in still others, we have used a combination of methods: joint planning, self-option and polling from a suggestion list.

We feel confident in saying at this point that, becuse the aged have fears of failing in some types of curriculum, or have never been exposed to some types, it is only fair to them and to us to offer them an initial kaleidescopic type of curriculum -- one which would in omnibus fashion expose them to no more than two sessions of a single discipline. Out of this, we believe, great interest would be generated in new types of courses.

Such a program is in the offing for our retired teachers' group. It is also anticipated for our Mexican-American group who likely, unless they are exposed in this fashion, will never opt for courses which would benefit them.

Types of Curriculum

It is evident, in looking over the B.C. senior adult curriculum, that there are five major types: (1) leisure, (2) avocational, (3) therapy and health, and (4) pre-retirement. It may be of benefit to review the frequency, option, content, circumstances, and attendance records (see Appendix V) of these courses for those who wish to establish a similar program.

Leisure Curriculum

The "leisure" category is extremely broad since it includes several types of courses and constituences: art, field trips, campus lectures, current events discussions, crafts, chorus, poetry, and psychology among the well aging; demonstration lectures and travelogue lectures among the convalescent hospital patients.

Art (Oils): With only one exception, all of our art (oil painting) classes have come into being by request. That it is extremely popular can be ascertained by our having 11 classes out of a total of 55 for the three semesters. It is extremely important that good instructors be assigned, and that they be assigned only by mutual consent where an upper- middle-class constituency is concerned, for many of these persons have already had some exposure to the subject matter -- in theory if not in practice. Without exception, these classes have been conducted three hours once a week in outreach locations. The major problems have been (1) the facilities are too small for the required (20-25) attendance; and (2) the materials are too costly for the low-income groups.

Field Trips: This curriculum has been particularly popular among the minorities and the low-income Anglos. The destinations of this series of trips have been points of historical or cultural interest. The "students" attend a lecture before the trip, and many times at the destination. The instructors are usually those who have considerable knowledge of the area. The trips may take a full day, but the class time is two hours. There has been no established frequency. The only problem has been that of inadequate budget, and since the constituency is low-income, there appears to be no solution.

Current Events: This course has wide appeal among middle- and upper-middle income groups -- especially retired educators and business persons. The instructors have been retired teachers who are specialists in this type of subject matter. The usual class length is 1½ to 2 hours, and the frequency varies with the site: once a month, and once a week. There have been no problems except that of finding instructors who are not only adequately prepared, but who are not extreme in their views.

Chorus: This is a course which has wide appeal, for we have one established among active middle-class retirees, one at a low-rent housing development, another in a convalescent hospital, and still another in the offing among the retired teachers. These groups meet from 1½ to 2 hours a week in outreach locations. The problems are budgetary: music and accompaniest costs, as well as those of piano tuning. The instructors are professionals in the community.

Demonstration Lectures and Travelogues in Convalescent Hospitals: This part of the program is freighted with problems, for we are dependent on hospital personnel to provide registration information, to see that the patients are present when the classes begin, and to offer assistance with instructor aids. In addition, there is a low rate of attendance continuity and a constant new enrollment -- the latter of which places still more burden on the instructor and the hospital personnel. The classes are 1 to 1½ hours in length and vary in frequency from once a week to every other week. The instructors must be screened very carefully and must understand and teach for involvement. They must also be truly interested in this particular clientele.

Exercises: This course has been opted for by only one group of younger aged. There have been no problems.

Psychology of Aging: This has been a difficult course to "sell" to our aging. Once they became involved, however, it became extremely popular and inspired interest in a subsequent encounter group. The greatest problem has been that of finding an adequate number of instructors who are prepared for this specialty.

Ceramics: A popular course, but one which requires equipment not likely to be found in an outreach site. The length is usually three hours a week.

Poetry: This was a course which had no appeal until one particular well-known retiree (a former dean of instruction) offered to teach it. It is now extremely popular. The content has been thematic, and there is a deliberate avoidance of concern for poetic form. There have been no problems. To date, it appeals only to middle- and upper-middle classes.

Stitchery and Sewing: A very popular course among all social classes. Outreach sites work a hardship on the instructor, because of the necessary equipment. The facilities must have adequate lighting and work space. These classes are usually held three hours once a week.

Crafts: This course has special appeal among the minorities and low-income aged. Since they are frequently already involved with crafts, however, they must have instructors who can offer them content that is new. Usually conducted three hours once a week.

Avocational Curriculum

Any of the leisure curriculum fits into this category as well if it leads to economic possibilities. At present we are offering several subjects to a Mexican-American group (Bethany Methodist) which is highly motivated to make money. One course which they are presently taking is welded metal sculpture, which also necessitated their taking a basic course in welding. Some wish to use this training to establish welding repair shops; others desire to make art objects for sale. This has been a particularly difficult course to deliver, for it must be conducted on campus -- hence the students must be bused in -- and it is extremely expensive. The class length and frequency for the sculpture is three hours a week. The basic welding course was conducted three hours a day, five days a week (Summer session).

Health and Therapy Curriculum

We have a personal concerns group which meets once a week (1½ hours) with one of the regular counseling staff. This is not a course which can accomodate large numbers -- 12 to 14 persons is optimum. The "students" must, of course, have a great deal of confidence in the instructor, and they feel they must have established a firm acquaintance with each other. The greatest problem has been the reluctance to talk about truly personal matters, and many of our aging have convinced themselves they are content with their defenses.

We also have a therapy group among multiple sclerosis victims, many of whom are aged. This class is the result of the group's request (depression, divorce, and suicide were prevalent). It is conducted 1½ hours in the evening, twice a month. A psychiatric nurse conducts the sessions.

Development of Specific Instructional Programs - Survey Discrepancies

A needs-interest survey, although it may accurately assess the need for various direct services, is severly limited among our present generations of aged where curriculum is concerned, if we are to place any credence in the discrepancies between the results of our survey and the actual program. Perhaps the explanation for this lies in the basic assumption: that the constituency, regardless of degree of sophistication, is capable of self-analysis and/or self-prescription. A tension between the programer and the clientele necessarily follows if the perspective and commitment of the professional educator allow for scope and direction. A needs assessment at most indicates a beginning point in curriculum; it is not an instrument which accurately defines the potential of a program.

The survey of 535 interviewees in the Bakersfield College project in several instances points up the discrepancy between statistic and actual practice where curriculum choice and direction are concerned, and this was true regardless of ethnic or economic identification.

One of the most disturbing types of response was what might be termed one of idealism or conscience. Such options were claimed by all groups, but especially among the poor or minority respondents who evidently felt it their responsibility or en vogue to learn about foods, nutrition, travel, or world affairs. In actual practice, none of these courses has succeeded in these groups, nor can they become realities until, by motivating and educating toward genuine need or interest, the clientele can opt for them by informed deliberation.

In a somewhat different sense, too, a survey instrument does not reflect unrecognized needs. Among no group, for instance, was there an option for the study of the aging process, problems of age, or personal counseling. The need is universal among our aging and it is obvious to a professional, but again, only by gradual and determined educating could the need be brought to light and met.

Still another weakness of a survey is that it cannot point to the process of finding the beginning point and finally meeting the indicated need. A poor person may indicate that he is interested in earning money, for instance, and yet he is not interested in the commitment of a regular job. It takes trial and error to discover that his latent interest in arts and crafts can be the answer to his economic motive. This principle can become complex when many needs and motives -- social, economic, expressive, etc. -- are simultaneously to be realized. Such was the case with a group of Mexican-Americans who, until they had investigated the possibilities of welded metal sculpture, had haphazardly participated in an arts and crafts program. This craft appealed to them in a rather complex way -- it had never been done by any senior group -- thus it was a source of group pride; it offered a chance to socialize, grow, express; it was novel and potentially economically rewarding. Because this curriculum fulfilled so many purposes, the group broke every rule: they were not comfortable in the summer heat of an open shop; the work was tedious, demanding, and dangerous; but they were motivated in a very unique and complex way and thus completed the basic welding course having only one drop-out among 18 persons.

If our experience is at all indicative, a survey instrument does not accurately assess curriculum needs or possibilities more than in a rudimentary fashion. At best, it may indicate a starting point; at worst, it may mislead to the extent that the growth and imagination of both clientele and programmer may be stifled. In addition, our aged have lost patience with surveys. They are ready for the delivery of programs with many curriculum options for their period of trial and error. This mandates consultation and personal concern on the part of the program developer, but at the same time, it also mandates the gathering of basic information by whatever technique is locally appropriate.

Selection of Program Locations

The selection of most outreach sites has not been a problem generally, as far as accessibility is concerned, for most groups have already arranged for their facilities. This in itself may be a problem, however, for frequently they are inadequate as to size or specific facilities. Worse yet, most groups resent intrusion from outsiders and will not allow a class to be conducted if the college, through advertising, insists on bringing enrollment up to the minimum. There is also a reluctance to move classes to more accommodating facilities, even though they are nearby, for many senior groups prefer the insulation of their own domain. Obviously, concessions must be made from both sides. One way out of the dilemma is to offer a class in a new but nearby site at the beginning of a new semester, but this will succeed only if the motivation is sufficient.

The sites which have accommodated our classes, other than senior group facilities, have been situated in areas densely populated with the aged, and have included churches, schools, and veterans' halls. These are close to public transportation, provide adequate parking, and do not require stairway passage. Good lighting is essential in all cases, as is comfortable seating, temperature control and good acoustics. Our facilities have not always been adequate in these respects.

We are finding in the B.C. program that outreach locations are not the whole answer, for our seniors are now demanding curriculum which requires lab facilities on campus. It is a great delight to them, also, to feel they are a part of the college, and to the minorities and/or white poor aged, this arrangement is the only answer to some of the curriculum and exposure they want and need. To date, our on-campus program has been conducted in the afternoons when the facilities are relatively free. Of course, transportation at this point is a crucial concern. Busing even, is only a partial solution, for we cannot accommodate the entire community, nor can we totally customize routes and scheduling.

The desire to come to the campus was to a great extent intiated by busing seniors to the campus to participate in noon concerts, planetarium and gerontology lectures. At these times, they frequently had lunch in the school cafeteria and were allowed to investigate the campus before or after the scheduled program. Many had never seen the campus; all were enthusiastic in being received as a special segment of the college community.

Matching Clientele, Locations, Faculty, and Programs

On the basis of our research and our initial needs-interest survey, several items with respect to physical arrangement, location, and timing of classes were evident: transportation being a universal problem, outreach sites are favored for comfortable accessibility; well-lighted facilities are necessary; day classes are preferred; a non-threatening situation in both the mental and physical atmospheres must be provided. These are some of the universals among any segment of the aged clientele -- even among those who are active and who have no particular transportation problems.

In addition to these given prerequisites, however, there are many specific problems to be overcome with respect to matching the clientele with the proper facilities, staff, and curriculum.

A facility must not only be accessible to transportation: it must be divested of negative features in the minds of the aging. We have seen situations, for instance, in which there was a reluctance on the part of Catholics to enter a Portestant building, or vice versa. To remedy this, someone must do some educating.

Furthermore, a facility must be adequate to the curriculum -- it is pointless to conduct an art class for twenty in a room designed for twelve, and without a sink or tables. Inadequacy is one of the major problems in outreach programs, especially when funds are limited for needed equipment. This is the major reason for the movement back to the campus where lab courses are desired. Then, of course, transportation becomes an overwhelming problem.

There is also the problem of matching faculty with location. The location of an assignment should always be discussed with staff, for many are reluctant to venture into sections having unsavory reputations or less than optimum appointments.

Matching faculty with the clientele has not been a great problem in the B.C. program. Even the language barrier has not been crucial, for a number of our Spanish-speaking seniors are bi-lingual and are able to interpret for their peers. Of course, bi-lingual instructors would be preferred.

Where disparity of educational level and cultural factors exist between faculty and students, every assignment is a matter of initial trial and error. Occasionally instructors may begin with enthusiasm and idealism, only to find they do not relate. This is especially true of the upper-middle class instructor who attempts to share cerebral content with middle and lower-middle class "students."

Mastery of content, flexibility, and the ability to relate are the given instructor qualifications in all instances. Senior adults want more than mere entertainment -- this was unmistakeably evident in our initial long distance tours which had no formal lectures or discussions at the end of the line -- they do want content shared with enthusiasm and professional direction, but without the formalization of the regular classroom or the pressures of assignments, examinations or grading. The upper-middle class clientele frequently screens its instructors who must not only have proven mastery of their subject areas, but must pass scrutiny for personality, and in some cases political or religious orientation.

The matching of faculty is not so difficult if the program developer knows his community and has established a warm and personal rapport with it. A faculty assignment is the result of understanding on the part of all concerned.

Assuming an instructor is prepared in his field, the really important matters are his sophistication, and his feeling about older people. Not even his age is a matter of great concern -- a fact which was especially evident in our Psychology of Aging class which grew to be an extremely successful course taught by a young graduate student. The instructors who are assigned to convalescent hospitals must demonstrate all of these qualities to a high degree, and they must first and foremost be capable of the psychic loading this kind of assignment imposes. We have assigned instructors of all ages in all types of subject matter. The clientele's non-preference of a very few instructors was based on personality or orientation, not subject matter or age.

IN-SERVICE TRAINING

Philosophically we must say that it is extremely important that every outreach instructor understands the reason for an aging program of direct educational services, and that he appreciates the social and psychological bases for such a program. In an attempt to give a broad overview of the field, we provided a gerontology lecture series, the resources for which were authorities in the field. Each instructor was given a letter of invitation which explained our purposes and their advantages. There was no charge, they could choose from afternoon or evening sessions, and attendance was not mandatory -- only urged. The result was that only four of the ten attended consistently.

The conclusion is that a program of this kind must have more ballast if in-service training is to provide incentives. However, because of our inability to truly evaluate each instructor, we may be somewhat presumptuous to infer that those not attending our training sessions were less effective instructors than those that did attend. We also cannot safely evaluate what attendees did receive from the training, except perhaps that they were more interested in learning or felt they needed more background to be effective in their classes. At present, our instructors can be employed only six hours a week -- on an average this represents $60.00. They spend many hours preparing for their classes, and a few of them give free set-up time in outreach locations. To expect them to attend training sessions beyond this is unrealistic, especially since there is no job incentive to do so.

As things are now, each instructor does his own trouble-shooting and shares his problems with the program coordinator. This is strictly defensive, but at this point our only practical resolution to the problem.

The Senior Adult Advisory Committee

The Bakersfield College Advisory Committee comprises leaders from all of the major senior groups and retirement communities. At the same time, it reflects an ethnic-economic mix which disallows any particular bias.

The initial purpose for the formation of such a committee was that of providing a legal entity, within the college framework, which could plan for and propose an aging project to both the college administration and to the California Commission on Aging. Because the Committee members had a responsible part in the initial stages of the program, its birth and growth has been a vital source of involvement, pride, and commitment. Without this degree of commitment, the program could not have succeeded, for only through the contacts of the Committee members were the intents and purposes of the College so effectively taken into the community.

The Bakersfield College program began when virtually nothing large-scale had been done locally for the aging, with the exception of some Title VII nutrition services. For this reason, this particul committee did more than simply advise. They became politically active in the formation of a County Commission on Aging; they assisted in educating the community -- especially their peers -- about the program; they helped in the planning of curriculum, wrote articles, made radio and television appearances, contributed clerical help, and above all, gave moral support to a program they so strongly believed in. They have not only made the program a success, but they, because it is a success, have gained stature, and are therefore in an even greater position to exert influence.

The College administration's point of view toward the Committee is one of high regard; as a result, they are looked to for recommendations wherever the aging program in its broadest sense is concerned, for although the grant has itself focused on education, the committee and program administrators have been unable to totally confine their interests to only this area.

The appointment and use of a Senior Advisory Committee is not only recommended but urged, for if this group is wisely chosen, it can provide a support base for all phases of programming, as well as for public relations, and even political action. And if it is wisely chosen, it will register and even determine the pulse of the college and the entire community in matters concerning the aged.

EVALUATION OF PROGRAMS

Student Evaluation

A program of direct educational services to the aging must be constantly evaluated in a very personalized manner, for we have found that too many senior adults are reluctant to be frank on a survey instrument, or to answer any type of question other than the kind that can be accomodated by objective answers. It is, furthermore, as important -- and perhaps more so -- to reach those whose attendance is irregular or has ceased altogether.

In the B.C. program, we attempted to survey all of the students in the program near the close of the second semester (see Appendix VI for survey instrument and results). The evaluation was administered by an outreach worker, and it was designed to take no more than fifteen minutes. Most of the questions were designed for scale rating but there were two essay-answer questions which gave opportunity to assess the total course -- its content, location, and instructor -- in terms of its major strengths and weaknesses. The result of this survey reflects an overabundance of most flattering answers to all areas of concern, and only two out of 141 surveyed persons responded to the subjective answers. It was obvious that some other type of feedback was in order.

We have resorted to a totally different tack, and that is simply to keep in close contact with the leaders of the various groups of seniors and the instructors. In addition, we can assess the attendance barometer on any particular type of curriculum or of any particular instructor's class. The instructors themselves offer valuable information, and most of them are constantly assessing their approaches and the total class situation. Out of these kinds of feedback we are at any particular time apprised of the total program. This is a simplistic approach, perhaps, but it is extremely practical.

Evaluation of Program: Curriculum and Attendance

The B.C. program of direct educational services, as has been previously stated, was accomplished within the Continuing Education Division in order to ascertain whether or not it might be self-supporting through apportionment monies. The tabulation below reflects the total number of persons involved, as well as the growth factor and total class hours accrued in the year's time.

	Number of Unduplicated Persons	Number of Class Hours
Fall 1973	717	5149
Spring 1974	1246	7736
Summer 1974	497	5216
TOTAL	2460	18,101

Average attendance/person - 7.4 hours.

The number of enrollees increased by 72% in the Spring Semester -- a factor which can be partially accounted for by both the pre-retirement and gerontology lecture series and a few field trips which were additions to the regular program. It was during the Spring Semester, too, that the number of outreach sites increased from 13 to 17.

It will also be seen from the above that the average attendance per person was 7.4 hours. Appendix 5B indicates that two or three appearances was true of several types of curriculum: crafts, ceramics, travelogue lectures, psychology, etc. The only types of courses which obtained higher attendance rates were art, exercise, Spanish, stitchery; welding, chorus, and MS therapy (not shown). It is obvious that among some of our clientele, consistent attendance is not to be expected (e.g. convalescent hospital patients), but it is also obvious that other factors must be taken into account: (1) some curricula are not inherently as appealing as others; (2) there are physical or mental obstacles preventing consistent attendance; (3) the instructor does not relate; or (4) there are different age groups represented among the aged; and (5) the commitments and freedoms of retirement.

In several instances among the classes more consistently attended, there had already been built up a considerable interest in the subject matter (perhaps even some previous experience). The exception to this was the welding class which appealed to the particular group (Mexican-American) because it was in itself unique, because they are eager to learn new things, and also because it had a monetary incentive. In still other cases, there was immediate need for the content (e.g. Spanish and MS therapy).

Consistent attendance is also obstructed by physical and/or mental obstacles. Many of the aged try nobly to participate, but if they are ill, or if they too greatly fear or are bewildered by new curriculum, they simply do not attend. Furthermore, there is all too frequently the problem of transportation -- their ride does not appear, or they cannot cope with public transportation (if it exists).

In still other instances, the instructor does not suit the pace or the point of view. When this occurs many of the aged are likely to disappear rather than to complain.

The different age groups, too, offer different attendance profiles. The younger aged are much more likely to sustain the discipline of attending class than are the older. But it is in this group that we find tremendous commitments to family or friends, and to travel -- all of which detract from attendance.

Despite all these factors working against regular attendance, there is still hope that, through an improved image of aging, and a decrease in many of the obstacles, a more dedicated commitment to learning will be realized. Again, the educational institution is faced with a philosophic decision: whether to garner attendance in and for itself, or whether to be dedicated to a type of social change which at this point is tentative.

A glance at Appendix B will reveal those courses which are most popular. These can always be used as a program core and as avenues which might generate interest in different areas. But there are also many types of constituencies with many types of needs, which we have not begun to attend to: the homebound who need televised curriculum; the health victim - stroke, heart, diabetes, etc.

Our gravest problem with the aging, is that we are trying to deliver mass education to a clientele which frequently needs special individual attention, either in helping them to overcome basic obstacles before they can participate in an educational program, or in assisting them to educate despite or because of these obstacles.

SPECIAL PROBLEMS

Outside of the problem encountered with a well established economic opportunity group concentrated heavily with the Black community, the major problems which now confront the future of this program really lie in its success.

We originally planned that our project would reach 500 senior citizens, or at the outside 800. In reality, we reached over 2000. This is four times beyond our own estimations. We sought to find out how an educational institution could begin a solid program for senior citizens. Perhaps we fell victim to our own enthusiasm and became so involved with the community in general and the community of senior citizens in particular that we left behind our own administration and Board.

Our problems stem from the large number of seniors we have reached and their continued expectation for classes and, in fact, their expectation for even greater and more varied offerings. We have been so busy with the program that we have had little time to accurately report our success. In addition, there is considerable difference in a program designed to serve 500 persons and one that ends up serving 2000 persons. Selfishly we may expect everyone to joyfully applaud and give us a budget with an unrestricted supply of resources in order this next year to reach 5,000 or 10,000 persons.

However, this is not the reality of things, and one should not expect it to be. A number of questions need to be asked, and asked legitimately. Are the Board and administration prepared to support a program serving so many senior citizens? Should a program which specializes in one segment of the population develop a clientele to rival in numbers the total population of the College? Is this truly what the taxpayers expect us to spend their tax dollars on?

The fact is that we have never before been faced with these questions, at least not faced so dramatically, with such force and immediacy.

Philosophically, we can maintain that lifelong education is the true objective of all institutions of higher education, perhaps particularly of the Community College. We've been able to make these arguments more or less successfully, based upon a moderate but definite growth in the number of adults attending classes. The philosophy has gained adherents as we have seen regular day enrollments level off or even decline.

We feel this philosophy to be the answer to America's problems in many areas today and particularly in the future. This particular aging program has brought to a head the question of the value of lifelong education and the proper amount of resources to be placed in support of such education. We probably cannot hope to have a completely enthusiastic audience, but we can hope to have a full and fair hearing. We strongly believe we have demonstrated that the program can be successful and that it is very worthwhile. We believe that it deserves the support needed to successfully function.

But again, to function in a highly efficient and successful manner, the program must not only be able to support a normal administrative and support staff plus faculty, but it requires considerable field and contact work which needs to be carried on by a rather competent staff.

This means the college funding and supporting staff who are not of the traditional academic pallor. It suggests the social worker and the recruiter. It is, in fact, very similar to the program now being carried out in the colleges to encourage and support veterans and minority programs.

Faculty administrators and board members may argue that the college should not be in the position of acting as social worker and should not be "openly" recruiting students. These arguments, however, are to deny all the problems associated with the aging which we have discussed in some length. We must seriously attack the problems of the aging in the United States. If lifelong education is the proper role for the college at all, then it is also necessary that the related support needs also be met.

We believe strongly that the senior citizen program, properly supported and properly run, can be efficient fiscally, but more important, we believe the impact on the total community will be dramatic and, even should the budget show a considerable deficit, still be worth every penny of it.

Unfortunately, at this time that is only our belief; it obviously is not the belief of the general population and probably is not the belief of our own citizen-board.

This, however, demonstrates the main point made in this report: that is, up to now we historically and nationally have done an extremely poor job of assessing the needs and potentials within the aging community. This is an educational failure of unparalleled dimension.

Thus, our next project becomes "Changing the Image of Aging." If we are to be successful, we must change the image, and until we do, we cannot expect the kind of success we believe is needed. And we must start by changing that image within our own academic communities.

CONCLUSION

Most of the more concrete problems are the result of our society's not having crystallized a philosophy or specific goals with respect to lifelong learning. And many of these problems could be resolved with adequate funding: adequate staffing for in-service training of instructors, follow-up of drop-outs or poor attenders, adequate transportation, adequate counselling, grants-in-aid. These are familiar complaints that can be voiced by many programs, but that have become very apparent in this project. In addition, we cannot isolate education to the exclusion of other needs; we must educate all ages to the concept of lifelong learning.

The Bakersfield College demonstration project has ennobled the lives of many of our older citizens, and it has leavened our community in a small way with the concept of lifelong learning. Above all else, the project has demonstrated that we do desire to learn at any age, and that we are capable of doing so.

At the same time, the B.C. project demonstrates that programs for the aging are freighted with problems of social change, and that to most effectively reach and motivate the aged, to involve them in learning which broadens and deepens the inner man, we must appeal to and educate all segments to the concept of value, and education as a means to value -- not just as a mediating process for the young, and for the major purpose of economic realization. We have worked our way into the corner of decision-makers who will determine whether life's ending is worthy of being as exciting and as meaningful as its beginning.

APPENDICES

APPENDIX I

PROJECT PROPOSAL

APPENDIX I

NEW EDUCATION FOR NEW STUDENTS

. . . A SENIOR CITIZEN PROJECT

NEW EDUCATION FOR NEW STUDENTS

. . . A SENIOR CITIZEN PROJECT

Introduction

James W. Thornton in The Community Junior College comments:

> "In the past, education has been considered essentially as a preparation for life. If this definition still delimits the scope of the schools, the aging citizen is of no concern of theirs. On the other hand, if education can also be considered as a continuing part of life, it can make significant contributions both to the individual well being of the older person and to the welfare of society ...."

The aging obviously have problems and needs in such areas as retirement planning, income protection, supplemental income, nutrition, health, housing, medical care, family relations, education, and recreation. Even though education can be identified separately as a need, it also can provide programs, materials, and information which can help the older person deal with most, if not all, the other needs.

Funding is sought for a demonstration project to test approaches and methods in providing direct educational opportunities to the aging. The thrust will be to create methods, procedures, and programs for serving the educational needs of the aging population with the objective of developing and testing guidelines to be used in such an approach and developing a model for other educational agencies to follow.

Bakersfield College is committed to encouraging the development of a strong program in this area as evidenced by the involvement of an administrator in charge at the Dean's level, a part-time coordinator, and several part-time instructors. The latter positions were temporarily created in order to test the feasibility of such a demonstration project.

The planning and development of this program is based upon the findings in the doctoral dissertation by the Program Director, "California Community Colleges and the Education of the Aged," (USC, 1972), and the work of the Bakersfield College Senior Citizens Advisory Committee.

SECTION VII - PLAN FOR PROJECT

A. Objective

1. Institutional goals for the project include:
    a. provide specific learning opportunities for area senior citizens in subjects of major interest and need as determined by the senior citizens themselves. Subject areas will include such areas as health, nutrition, consumer concerns, psychological aspects of aging, Social Security and other benefits of the aging, world affairs, drama and music, arts and crafts, etc.
    b. Provide educational opportunities that are geared specifically to the needs of various community areas, minority groups, economic segments, institutional needs, and individual concerns.
    c. Provide specific in-service training programs for part-time and regular staff in the characteristics of the aging and methods and means of working with the aging.
    d. Provide programs in space as close to the homes of the clientele as possible, and otherwise assist in solving transportation problems.

A listing of more specific objectives related to the above goals has been partially prepared. Part of this project will include provision for a survey of specific educational needs in the college area and that will necessarily result in a more complete listing. Specific objectives, at this date, are:

a. The individual "student" will gain in personal fulfillment from learning experiences offered through the program.

b. The "students" will realize improved personal information and thus improved life styles in the following areas of their program involvement:

   1) Health
   2) Nutrition
   3) Consumer concerns
   4) Psychological aspects of aging
   5) Social Security and/or other benefits available to the aging
   6) World and national affairs
   7) Cultural enrichment, including drama, art, music, etc.
   8) Hobby and avocational activities

c. The "student" will receive the opportunity to participate in these various educational activities at times and places most convenient to him or her.

Other important aspects of the project:

a. The development of guidelines will include the writing of guidelines useful and helpful to other educational institutions in the planning, execution, and evaluation of educational programs for senior citizens. Particular attention will necessarily be focused on the community colleges and the variations available to them. Current research consistently indicates a strong desire for colleges to enter this field but also indicates a great reluctance to do so because of a considerable lack of information available to them on how to go about it.

b. Further research and compilation of methods, practices, and procedures useful in building educational programs for the older adult will continue.

c. Another general goal of the project will be to assist in the coordination of various educational activities and programs dealing with the aging. It is believed that much benefit could come from exploring a broadened role for colleges as it would pertain to services for the aging, perhaps in the areas of training and various other direct services. Of particular importance is the coordination of the community's total educational resources as they pertain to the senior citizen. The exploring of possible roles in this area is needed. The basic findings of the project will be of interest to instructional personnel in such gerontological areas as nursing, nutrition, psychology, political science, etc. It is believed that better use of community and college resources can be made by better communication and coordination between the direct services aspect and the research and teaching aspect. This project will attempt to suggest some guidelines in this area. Bakersfield College is already attempting to coordinate gerontological study and services and it is strongly felt that this project could encourage and nurture such attempts.

BEST COPY AVAILABLE

2. Objectives were determined from input of the Bakersfield College Senior Citizens Advisory Committee, and research for the doctoral dissertation mentioned above, plus consultation with AARP, USC School of Gerontology, and other community colleges.

3. Older persons were involved in determination of objectives as stated in No. 2 above.

B. Administration

1.

a. Bakersfield College is located at 1801 Panorama Drive, Bakersfield, California, and was established in 1913. It is operated by the Kern Community College District which was formed July 1, 1961. The College is fully accredited by the Western Association of Schools and Colleges and is fully approved by the California State Department of Education. The state agency for community colleges is the Board of Governors of California Community Colleges, Sacramento, California. The project will operate as an integral part of Bakersfield College.

b. Bakersfield College has made a serious commitment financially and personnel-wise, and has conducted an experimental program to determine the feasibility of the project as described in the Introduction.

c. There are no programs being operated on behalf of the aged except as noted in "b" above.

d. The programs for which funds are requested is a demonstration project to develop guidelines for use in developing direct educational services for the aged. We have no other current program in this area but the college is committed to continue a significant program for the aged based on the results of this project.

e. See "c" and "d" above.

2. Project Director

a. The Project Director is the Associate Dean of Continuing Education and Summer Session. The duties include supervision of the continuing education program, its evaluation, hiring and evaluation of faculty, locating and assigning of classrooms, registration of students, etc. One-fourth of the Director's time will be allocated to this project.

b. Qualifications included administration experience at the community college level, an advanced degree, teaching experience, demonstrated leadership abilities, understanding of problems of senior citizens and expertise in the initiating and conducting of surveys.

c. Resume attached as Exhibit I.

3. Project Personnel

a. Staff positions

Project Coordinator - Supervision and coordination, under the guidance of Project Director, of the conducting of the assessment, hiring of faculty, development and locating of classes, and the primary responsibility for evaluation procedures and instruments, gathering appropriate data, and assisting in development of the guidelines.

Faculty will be required to meet requirements for valid teaching credentials issued by the Board of Governors. Emphasis will be placed on hiring qualified retired persons as instructors. It is expected that 15-20 part-time positions will be needed to complete the project and offer a significant variety of classes.

b. Retired persons will be sought to conduct the assessment aspect and will be recruited through the various retirement agencies and groups including the local Economic Opportunity Agency, HRD, etc.

Fifteen to 20 persons will be needed for this part of the project.

4. Relationship to Other Programs

a. There is no committee at the county level for coordination or advisement in Kern County. This project has been discussed with and basically approved by representatives of the following groups of agencies:

Kern County Parks and Recreation District
Bakersfield Community House
Kern County Economic Opportunity Corporation
All-County Senior Citizens Clubs
Kern County Retired Teachers Association
Bakersfield AARP
Other Individual Groups

See attached letters (others forthcoming). (Exhibit II)

b. Bakersfield College is currently acting as the catalyst in organizing a county-wide committee on senior citizen affairs. This committee will be used to coordinate our programs with all other interested agencies in the county.

5. a. Information will be distributed through the College Office of Public Information, through the advisory committee, and directly to as many senior citizen groups and agencies as possible.

b. Outreach efforts will be a prime part of the project (see Component 3). Census tract maps, input from various minority groups, public agencies, etc., will be used to promote as much participation in the program as possible of minority groups, low-income areas, isolated areas, etc. Some experimentation will take place in reaching the homebound through radio and TV.

c. Information will be distributed widely as described in "a" and "b" above. The size of the area makes communication with agencies and community leaders relatively simple.

6. The project will have an advisory committee. The Bakersfield College Senior Citizens Advisory Committee will act in this capacity. This committee now includes membership from the various senior citizen communities, activity groups, and social groups such as the AARP. Membership will be enlarged as a result of the survey to include members from areas or groups not currently represented but included in the project. Except for several college staff members, this committee consists entirely of senior citizens.

7. a. The project will be under constant evaluation as described in Component 4.

b. Timetable attached and included under Project Timetable.

8. Bakersfield College has made a significant commitment to a continuing program for senior citizens. This will be strengthened by the findings of this project. It is strongly felt that the results and findings of the project will enable the college to develop and maintain a strong program which will be fiscally sound.

9. Standard audit procedures will be followed for a public agency.

SECTION VIII - PROGRAM

A. Service Area

The project will include the geographical area currently serviced by Bakersfield College, an area bounded by Frazier Park on the south, Delano on the north, a line running generally west of Interstate 5 on the west, and Mojave on the east (see map Exhibit III).

The area is largely rural including the communities of Delano, Wasco, Shafter, Arvin, Lamont, Frazier Park, etc. About 330,000 people inhabit the area with two-thirds of these living in the Greater Bakersfield area. The City of Bakersfield has a population of about 80,000, surrounded by an urban unincorporated population of about 140,000. The city is at the approximate center of population for the state.

The economy of the area is based upon agriculture, petroleum, and service-connected businesses. Approximately 10% of the urban area is black and about 20% of the service area is Mexican-American.

The area of the project then offers a broad range of populations from rural to urban, from minority to majority, from small towns to a relatively large city, etc. Also important for research and demonstration projects is the fact that the area is relatively isolated from other metropolitan areas making it easier to validate findings, etc.

B. Characteristics of the Aged

The area included in the project proposal contains the following characteristics insofar as the aging population is concerned (1970 census):

Age By Sex

Male	
60-64 years	5,726
65-74 years	7,543
75 and over	3,450
Female	
60-64 years	5,762
65-74 years	7,934
75 and over	4,793
Total:	35,206

Income Below Poverty Level

Family Heads	
Percent 65 years and over	13.2 (of 10,000)
Unrelated Individuals	
Percent 65 years and over	42.8 (of 8,000)
Persons	
Percent 65 and over	10.8 (of 52,000)
Percent receiving Social Security	76.7

Negro Population

Age By Sex

Male	60-64 years	392
	65-74 years	503
	75 and over	187
Female	60-64 years	281
	65-74 years	524
	75 and over	163
	Total:	2,050 (5.8%)

Income Below Poverty Level

Family Heads Percent 65 years and over	9.7 (of 1,400)
Unrelated Individuals Percent 65 and over	37.4 (of 700)
Persons Percent 65 and over	6.2 (of 7,300)
Percent receiving Social Security	61.5

Spanish Language or Spanish Surname

Age By Sex

Male	60-64 years	757
	65-74 years	911
	75 and over	350
Female	60-64 years	442
	65-74 years	728
	75 and over	249
	Total:	3,437 (8.9%)

Income Below Poberty Level

Family Heads Percent 65 years and over	7.2 (of 2,600)
Unrelated Individuals Percent 65 and over	26.3 (of 860)
Persons Percent 65 and over	4.0 (of 15,000)
Percent receiving Social Security	71.5

The ideal percentages would suggest that the project try to include 6% senior Black citizens and 9% senior Mexican-American citizens. This does not appear likely, however, as these groups have not been oriented to this approach nor have they responded to the initial publicity. It is believed that part of this project needs to be geared to reaching these minority groups but expectation is that their response will not be as great as will be response of the majority community. Therefore, it is felt that a more realistic expectation would be in the area of 4% Black and 8% Mexican-American.

A specific effort will also be made to reach senior citizens having incomes below the poverty level. Some 14% of the senior citizens in the area are listed in this category and a realistic expectation for this project would be in the area of 7% to 8%.

Specific census tracts have been identified which have higher than normal percentages of 1) aging, 2) Black aging, or 3) Mexican-American aging. (See Exhibit III) These will be used to identify target areas discussed in Components 1 and 3 below.

C. Direction of Activities

Component 1: Assessment

While general needs in the area of education for older adults are known through literature, it is quite another thing to determine the needs of specific communities of older adults whether those communities be divided economically, socially, racially, sexually, by location, or by individual characteristics. A major aspect of this project will be to develop techniques and procedures to document and identify needs of older persons, concentrating upon the isolating of four or five specific areas where techniques and approaches will be worked out and tested. (Close coordination will be made with this District's other two colleges, Porterville and Cerra Coso, so that the immediate benefits will cover the largest community college district in the country.)

The following areas are examples of possible demonstration areas as they appear to be target areas of high need:

1. Arvin, Delano, Oildale, and other local communities.
2. Established retirement centers or communities in the Bakersfield area such as Kern City, Christian Towers, Community House, and various hotels, mobile home centers, etc.

3. General community areas having large numbers of older adults including the immediate downtown area (to be serviced by our new campus), Cottonwood (black) and several Mexican-American areas.
4. Convalescent hospitals and other institutions having large concentrations of senior citizens.

Census maps (Exhibit III) will be used to determine specific demonstration sites.

The assessment procedures and instruments will be developed by the Project Director with the assistance of several college staff members experienced in the development and execution of such assessments. The assessment of needs and target areas will be conducted using a combination of college students and senior citizens. Emphasis will be placed on senior citizen participation and students will fill the gaps, act as messengers, etc. Area to be included will consist of smaller surrounding communities such as Arvin, Oildale, Delano, etc., as well as the urban area of Bakersfield.

Additions will be made to the Bakersfield College Senior Citizens Committee as appropriate, based upon findings of the assessment phase of the project.

Component 2: Planning/In-Service Training

This component combines the related areas of planning and in-service training. The results of the survey will necessarily require planning in order to provide the educational services where, when, and how they are needed. Included in this phase will be recruitment of staff and faculty. The purposes of the project, findings of the survey, characteristics of the clientele, etc., must be passed along to the individuals charged with carrying out the program. Specific in-service training on the needs and characteristics of the aging will include presentations by appropriate consultants.

In-service training from that point on will become continuous for new personnel as added and repeated as necessary for continuing personnel. Planning will also be a continuing aspect of the program as needs are met, new clientele discovered, response is received from the participants, etc.

Planning and in-service training will be built in as continuous and on-going components of the project.

Component 3: Execution/Providing Direct Services

The execution phase of the project involves the actual delivery of direct educational services to the clientele. Based upon previous research, the assessment of local needs, and the recruitment of appropriate staff, direct educational services will be provided in many areas throughout the college community. Necessarily included in this phase will be appropriate facility acquisition, transportation, publicity, etc. For purposes of the demonstration, we will zero in on four population groups that have a range of conditions and client characteristics hopefully representative of many other areas in California and the nation.

Specific locations will be determined at the initial stage and will be within broadly described geographical areas, urban, rural, etc.

Various methods and techniques will also be experimented with (materials, teaching methods, environment, etc.) in comparison with the population groups to determine what variances may occur and what approaches are most satisfactory.

Throughout this phase, constant evaluation will be taking place, techniques altered and tested, as appropriate. At a minimum, we will use four different target areas, and 15 to 20 separate courses, each involving 6 to 9 weeks, three hours a week and serving at least 400 persons and possibly up to 800 persons depending on response.

Component 4: Evaluation

The goals of the project have been listed as well as a tentative group of specific objectives. The evaluation component will focus on whether or not the goals and objectives are being met; and just as important, attention will be given to a formative evaluation which will answer the questions, "Are the goals and objectives valid?"

The project coordinator will be assigned the primary responsibility for evaluation procedures and instruments, gathering appropriate data annually, and preparing a report of the findings. Evaluation activity tentatively scheduled includes: a) student attrition/attendance rates, b) post course testing (where practical), c) student satisfaction, d) numbers of senior citizens participating, e) counseling reports, f) input of other concerned agencies, g) faculty evaluation, h) further surveying, if necessary, i) input from Bakersfield College Senior Citizens Advisory Committee. It is also hoped to get outside evaluation by an interested and qualified agency such as Cal-State Bakersfield in order to further test and expand the application of the project.

Component 5: Guidelines

A very practical and useful outcome of the project will be the development of guidelines for other educational institutions. Research indicates strong interest in serving the needs of the aging, but little information or understanding of methods and procedures involved.

The Project Director in coordination with the Project Coordinator and other interested persons will compile a booklet (guideline) to include basic facts about the aging, and stressing methods, practices and procedures useful in building educational programs for the older adult. Included specifically will be all of the basic details of this project and resulting information.

It is felt that such a booklet of guidelines can be of considerable use and value to many types of educational institutions even though the emphasis must be primarily on the community college. With close to 100 community colleges in California alone, the impact could be considerable.

Part of this process will be the presentation of a workshop to summarize, review, and receive input, inviting all community colleges and other interested agencies in California. Colleges, in particular, have indicated a strong desire for more specific information in this area, especially information on how to approach the problem and how to reach senior citizens with appropriate programs. Several conferences were held in the 1972-73 school year touching upon this problem, but there is still considerable need for more information as expressed by the colleges themselves especially if community colleges are to significantly involve themselves in this area of need.

Component 6: Coordination

There are currently a number of various groups and academic areas focusing on the aging. Many if not all of these need coordination to avoid unnecessary duplication. An outgrowth of this project will be the concentration on coordination, exchange of information, exchange of instructors, perhaps even exchange or mixing of clientele in many programs at Bakersfield College to better serve the needs of the aging. This will be continuous throughout the project. (See "Goals")

Findings of such attempts at coordination will be compiled as passed along to interested institutions and agencies.

This component will be at no cost to the project but will be facilitated by the project.

Component 7: Services to Senior Citizens (General)

Kern County does not have a county-wide coordinating committee for senior citizens. Bakersfield College has been requested to serve as the catalyst for such a committee. The college is also seeking to help solve general problems and to help coordination with various agencies. Such needs exist as a published or broadcast calendar of senior citizens' events, special interest programs over radio or cable television, representation for revenue sharing purposes, etc.

This component will be at no cost to the project but will be greatly facilitated by the project.

D. 1. The channel through which the needs, interests, and wishes of older persons are brought to the attention of the governing body and staff will be through the Bakersfield College Senior Citizens Advisory Committee and the results of the assessment.

2. There are no requirements that must be met. Community colleges are "open door" colleges and accept anyone over the age of 18.

3. A major thrust of the project will be to specifically seek to reach various groups of people including minorities, rural and urban areas, etc. As a public institution, our programs are automatically open to all who wish to attend.

4. The staff will be organized as follows: Project Director, Project Coordinator, faculty, survey personnel. Survey personnel and faculty will report directly to Project Coordinator. Coordinator will be responsible to the Project Director. (College Organization Plan - Exhibit IV)

5. The college facilities are available as appropriate. Other facilities will be sought and the selection of safe and appropriate facilities will undergo the same rigorous scrutiny as for any college program.

/-------/
Select
Coordinator

/-----------------------------------/
Develop and Conduct Assessment

/---------------------------------------/
Begin Selection of Faculty and initiate
first classes based on specific requests.

/--------------------/
In-Service Training for
Staff (To continue as needed)

/---/
Initiate and continue programs as indicated by assessment.

/--/
Initiate and continue evaluation, revising approach as indicated.

/--------------------/
Evaluate model approach.

/--------------------/
Compile and write
guidelines

/-----------/
Conduct
workshop

PROJECT TIMETABLE

APPENDIX II

REGISTRATION FORM

(Application for Admission)

APPLICATION FOR ADMISSION: FALL ____ SPRING ____ SUMMER ______ 19____

BAKERSFIELD COLLEGE
1801 Panorama Drive
Bakersfield, California 93305

DATE ______________________

1. NAME ______________ ______________ 2. SOCIAL SECURITY NO ______________
(Please Print) (Last) (First) (Middle)

3. PREVIOUS LAST NAME (if changed since last enrollment) ______________

4. ADDRESS WHILE
ATTENDING COLLEGE ____
(no.) (Street) (City) (County) (State) (Zip Code) (Phone)

5. PERMANENT HOME ADDRESS (if different than above)
____
(no.) (Street) (City) (County) (State) (Zip Code) (Phone)

6. SEX M ____ F ____

7. PLACE OF BIRTH: ______________ 8. DATE OF BIRTH ______________
(City) (State or Country) Mo. Day Year

9. U.S. CITIZEN? YES ____ NO ____ IF "NO", KIND OF VISA: ______________ 10. VETERAN? YES ____ NO ____

1. RACIAL AND ETHNIC BACKGROUND: Afro-Amer ____ Amer. Ind ____ Caucasian ____ Filipino ____ Mex. Amer. ____ Oriental ____ Other Non-Caucasian ______

2. HIGH SCHOOL GRADUATE? YES ____ NO ____

IF "YES", DATE GRADUATED ______________ OR HIGHEST GRADE COMPLETED ______
(MONTH) (YEAR)

3. HIGH SCHOOL LAST ATTENDED:
____
(NAME) (CITY) (COUNTY) (STATE) (DATES ATTENDED)

4. FIRST TIME ATTENDING COLLEGE? YES ____ NO ____

5. PREVIOUSLY ENROLLED AT BAKERSFIELD COLLEGE? YES ____ NO ____ IF YES, DATES ATTENDED ______________
A.A. DEGREE ? YES ____ NO ____

6. NOW IN ATTENDANCE? YES ____ NO ____

7. ATTENDED BAKERSFIELD COLLEGE LAST SEMESTER? YES ____ NO ____

8. HIGH SCHOOL STUDENT ATTENDING BAKERSFIELD COLLEGE? YES ____ NO ____

9. COLLEGE MAJOR? (SEE INSTRUCTIONS ON REVERSE SIDE FOR NAME AND NUMBER OF MAJOR)

______________ ______________
TITLE OF MAJOR CODE NO. OF MAJOR

0. PLAN TO CONTINUE YOUR EDUCATION IN A FOUR-YEAR COLLEGE OR UNIVERSITY? YES ____ NO ____

1. COLLEGES PREVIOUSLY ATTENDED:
COLLEGE ______________ LOCATION ______________ DATE ______ DEGREE ______
COLLEGE ______________ LOCATION ______________ DATE ______ DEGREE ______

2. INDICATE ALL COLLEGE SEMESTER UNITS COMPLETED INCLUDING THOSE NOW IN PROGRESS
FEWER THAN 30 ______ 30–59½ ______ 60 OR MORE ______

3. HAVE YOU BEEN DISMISSED FROM A COLLEGE FOR ACADEMIC REASONS OR DENIED READMISSION? YES ____ NO ____

SIGNED ______________________

IF YOU ARE UNDER 21 YEARS OF AGE COMPLETE THE FOLLOWING

FATHER'S NAME IN FULL ______________ LIVING? ______
HIS ADDRESS IN FULL ______________
HIS OCCUPATION (BE PRECISE) ______________
HIS EMPLOYER ______________
MOTHER'S NAME IN FULL ______________ LIVING? ______
HER ADDRESS IN FULL ______________
HER OCCUPATION ______________
HER EMPLOYER ______________

APPENDIX III

COURSE DESCRIPTION

(Public Service 71 - Topics in Senior Activity)

Date prepared: March 1974

PUBLIC SERVICE 71 - Topics in Senior Activity

Catalogue description: 71 TOPICS IN SENIOR ACTIVITY (0 units) F S SS

One to six hours lecture, demonstration, or activity. Topics may include travelogue-lectures, arts and crafts, political concerns, psychology, horticulture, and other areas of activity. Regular or emergent curriculum adapted or designed to meet the needs, interests, and capabilities of senior citizens who seek instruction without college credit, examination, or grades.

Prerequisite: None. Recommended for senior citizens and for other adults interested in senior citizens' programs.

Description for Counselor's Handbook. Any senior citizen or who indicates interest in an area of study, but who does not wish, or who is unable to participate in the regular curriculum, should be encouraged to participate in the non-credit outreach program designed to meet the educational needs and interests of such persons, and at the same time to eliminate the pressures of regular attendance, grades, or examinations. A course in any area may be actualized by bringing together a minimum of twenty students, a certificated or credentialed instructor, and classroom space. These classes may begin and end at any time during a regular semester.

Texts: Any text or material for these courses will be left to the discretion of the instructor and the coordinator of the senior program.

Course Goals and Objectives: The objective of this series is to allow the student an opportunity to defend or to regain a position in the social mainstream. The specific goals are:

1. To allow the student an opportunity to increase his capacity to enjoy via course content and social contact.
2. To increase the student's interest in other people, social issues, places.
3. To increase the student's insight into himself.
4. To inspire the student with a sense of dignity and self-respect.
5. To help the student develop or improve skills of course content.
6. To help the student improve in the knowledge of course content.
7. To develop in the student a new degree of interest and curiosity.
8. To allow and encourage the student to express feelings and to share knowledge.
9. To show the student that options, despite limitations, are open.
10. To inspire confidence in the student.

Means of Achieving Course Objectives. The objective of improved attitude, knowledge, or skills shall be achieved through any means which succeeds. Depending on the student (his physical and mental condition) and depending on the parameters of course content, traditional means (discussion/lecture, field trips, AV, guest lecturers, demonstrations, etc.) and innovations within these means will be utilized.

Evaluation. Students and instructors will assess a course -- its content, physical arrangement, method of presentation. The success or failure of a course or its instructor will also be indicated by attendance and future demand. The coordinator of the senior program will be the final resource in ascertaining and maintaining quality control.

Course Content. The content of senior activity courses should be flexible in that it must reflect and be responsive to student ability, need, and interest. It will be determined by the philosophy of re-entry (maximum involvement) rather than by the strictures of predetermined content. Existing college courses will be adapted where desirable, and emergent curricula will be explored. Topics will be planned for periods of from one to six hours, depending on the nature of the activity:

(Examples)

Travelogue-lectures in convalescent hospitals - one hour
Arts and crafts - three hours studio activity
Psychology - two hours discussion
Political Concerns - two hours discussions
Field trips related to special topics - six hours

APPENDIX IV

CURRICULUM SUMMARY

CURRICULUM SUMMARY

CURRICULUM						ATTENDANCE												
Subject	Ticket No.	Semester	Length	Instructor	Location	Total No. of Persons	One-time (#Persons)	Two-times (#Persons)	Three-times (#Persons)	Four-times (#Persons)	Five-times (#Persons)	Six-times (#Persons)	Seven-times (#Persons)	Eight-times (#Persons)	Over 8 times		Average Times Atten.	Total hours Attendance
															#Persons	#Hrs		
RT						194	13	16	20	14	22	21	8	11	69	1997	6.3	3730
ERAMICS						37	1	1	7	4	2	22					2.5	546
HORUS						102			DATA NOT AVAILABLE									1372
ONVALESCENT HOSPITAL						1183	518	271	185	83	50	50	11	7	6	101	2.0	5390
RAFTS						75	57	10	13	6	6	1			2	36	2.3	370
URRENT EVENTS						149			DATA NOT AVAILABLE									992
XERCISE						23	4		5	2	1	2	1		8	261	7.9	352
IELD TRIPS (3)						124	105	16	5								1.0	199
ERONTOLOGY						157	66	29	20	13	6	1	1				1.9	614
H.S. THERAPY						40			DATA NOT AVAILABLE									320
PERSONAL CONCERNS						25			DATA NOT AVAILABLE									205
PLANETARIUM LECTURE						9	2	4		3							2.4	38
POETRY						32	5	8	5	6	1	7					3.3	160
PRE-RETIREMENT LECTURES						316	142	56	64	15	15	12	4	5	3	42	2.4	1119
PSYCHOLOGY OF CHANGE						80	32	13	14	8	5	6	2				2.6	319
SPANISH						15	1	3			1		1	1	8	130	6.1	214
STITCHERY						22	5	2		2	2	1	2	1	7	192	5.2	369
WELDING						18			DATA NOT AVAILABLE									
						2114												18101

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX VA

CURRICULUM DEVELOPMENT

(By Semester)

APPENDIX VA Semester

CURRICULUM						ATTENDANCE												
Subject	Ticket No.	Semester	Length	Instructor	Location	Total No. of Persons	One-time (#Persons)	Two-times (#Persons)	Three-times (#Persons)	Four-times (#Persons)	Five-times (#Persons)	Six-times (#Persons)	Seven-times (#Persons)	Eight-times (#Persons)	Over 8 times		Average Times Atten.	Total Hours Attendance
															#Persons	#Hrs		
	940.51	Fall '73	3	Miller	Community House	17	2	2			1	4	1	1	6	194	6.8	344
	940.52	Fall '73	3	Giordano	Kern City	18	2		2				1		13	480	9.8	525
	940.53	Fall '73	3	Wetzel	Community House	14				1			2	2	9	270	8.9	372
	940.54	Fall '73	3	Boliou	Kern City	16	1	1	1						13	414	9.0	432
US	5580.60	Fall '73	2	Morris	North of River Recreation	18												924
ALESCENT HOSPITAL	5580.53	Fall '73	2	Urner	Beverly Manor/ Bkafld. Conval.	141	73	37	18	4	8	1					1.9	506
ALESCENT HOSPITAL	5580.54	Fall '73	2	Urner	Christian Towers	32	13	1	3	2		2	2	1	8	174	4.8	306
ALESCENT HOSPITAL	5580.55	Fall '73	2	Urner	Colonial	33	11	4	5	4	5	1		1	2	36	3.2	214
ALESCENT HOSPITAL	5580.60	Fall '73	2	Urner	Beverly Manor	87	48	14	13	8	3						1.9	330
ALESCENT HOSPITAL	5580.61	Fall '73	2	Barth	Pioneer Pines	142	61	30	12	11	12	11	4	1			2.6	726
ALESCENT HOSPITAL	5580.66	Fall '73	2	Barth	Bkafld. Conval.	44	20	10	1	3	1	3	1		5	98	3.0	268
ALESCENT HOSPITAL	5580.67	Fall '73	2	Barth	Kern City	77	54	7	7	7				2			1.7	316
ENT EVENTS	5580.52	Fall '73	2	Kilburn/Jones	Community House	74	29	12	4	11	3	3	4	3	4	82	3.2	470
ENT EVENTS	5580.57	Fall '73	2	Kilburn	Northminister	33	20	9	3	1							1.5	102
RCISE	5580.62	Fall '73	2	Lavery	Kern City	23	4		5	2	1	2	1		8		7.9	261
CHOLOGY/CHANGE	5580.74	Fall '73	2	Pierucci	St. Paul's	15	9	1	2	3							1.8	58

BEST COPY AVAILABLE

APPENDIX VA Spring

CURRICULUM						ATTENDANCE												
Subject	Ticket No.	Semester	Length	Instructor	Location	Total No. of Persons	One-time (#Persons)	Two-times (#Persons)	Three-times (#Persons)	Four-times (#Persons)	Five-times (#Persons)	Six-times (#Persons)	Seven-times (#Persons)	Eight-times (#Persons)	Over 8 times		Average Times Atten.	Total Hours Attendance
															#Persons	#Hrs		
IT	940.51	Spring '74	3	Miller	Community House	13			1	4		2	2	1	3	13	4.9	234
IT	940.52	Spring '74	3	Giordano	Kern City	11	1		1		1			1	7	198	7.5	249
IT	940.53	Spring '74	3	Wetzel	Community House	17				1	1		1	3	11	246	7.2	432
IT	940.54	Spring '74	3	Wetzel	Sears Hall	15	2	3	3	1	1	2		1	12	12	3.9	171
IT	940.55	Spring '74	3	Stockton	Kern City	24	2	6	2	2	3	1	1	2	5	150	5.1	356
HORUS	5580.67	Spring '74	2	Morris	Sears Hall	18												270
HORU	5580.76	Spring '74	2	Evans	Pioneer Pines	25												370
ONVALESCENT HOSPITAL	5580.59	Spring '74	2	Urner	Colonial/Hilltop	83	36	12	16	10	1	7					2.3	282
ONVALESCENT HOSPITAL	5580.61	Spring '74	2	Barth	Bkafld. Conval.	61	26	10	6	6	2	7	3				2.6	338
RAFTS	5580.66	Spring '74	2	Rhea	Trinity Methodi	75	37	10	13	6	6	1			2	36	2.3	370
URRENT EVENTS	5580.64	Spring '74	2	Jones	Community House	21												210
URRENT EVENTS	5580.65	Spring '74	2	Jones	Northminister ;	21												210
IELD TRIPS (3)	5580.71	Spring '74	2	Holden	Field Trip	84	65	16	3								1.3	182
ERONTOLOGY	5580.57	Spring '74	2	Paine	Bkafld. College	157	86	29	20	13	6	1	1				1.9	614
M.S. THERAPY	5580.77	Spring '74	2	Peningroth	1st Christian Church	20												200
PERSONAL CONCERNS	5580.78	Spring '74	2	Culver	Community House	12												178
PLANETARIUM LECTURE	5580.74	Spring '74	2	Kirchner	Bkafld, College	9	2	4		3							2.4	38
PRE-RETIREMENT LECT	5580.68	Spring '74	1.5	Karnes	Congregational Heights	316	142	56	64	15	15	12	4	5	3	42	2.4	1119
PSYCHOLOGY/CHANGE	5580.56	Spring '74	1.5	Pierucci	Community House	65	23	12	12	5	5	6	2				2.7	261

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX VA Summer

CURRICULUM						ATTENDANCE											
Subject	Ticket No.	Semester	Length	Instructor	Location	Total No. of Persons	One-time (#Persons)	Two-times (#Persons)	Three-times (#Persons)	Four-times (#Persons)	Five-times (#Persons)	Six-times (#Persons)	Seven-times (#Persons)	Eight-times (#Persons)	Over 8 times		Average Times Atten.	Total Attendance
															#Persons	#Hrs		
ART	6914.15	Summer '74	3	Wetzel	Community House	26	2	3	10	4	7						3.3	267
ART	6914.18	Summer '74	3	Giordano	Kern City	23	1	1		1	8	12					5.2	348
CERAMICS	6914.11	Summer '74	3	Turner	Pioneer Pines	37	1	1	7	4	2	22					2.5	576
CHORUS	6914.04	Summer '74	2	Evans	Pioneer Pines	41				1	40						5.0	408
CONVALESCENT HOSP	6914.01	Summer '74	2	Barth	Pioneer Hospital	35	23	12									1.3	94
CONVALESCENT HOSP	6914.02	Summer '74	2	Barth	Bkfld. Conval.	36	11	6	5	6	1	6					2.9	210
CONVALESCENT HOSP	6914.03	Summer '74	2	Barth	Park Real	55	17	25	12	1							1.9	216
CONVALESCENT HOSP	6914.12	Summer '74	1	Urner	Moss Gardens	31	1	7	12	4	4	3					3.4	105
CONVALESCENT HOSP	6914.13	Summer '74	2	Urner	Hilltop Manor	41	7	14	18								2.2	90
CONVALESCENT HOSP	6914.14	Summer '74	2	Urner	Beverly Manor	42	5	24	13								2.2	147
FIELD TRIP	6914.19	Summer '74	2	Holden	Tehachapi	40	40										1.0	80
M.S. THERAPY	6914.08	Summer '74	2	Peningroth	1st Christian Church	20												120
PERSONAL CONCERNS	6914.06	Summer '74	1.5	Kilburn	Community House	13	8	5									2.2	27
POETRY	6914.07	Summer '74	1.5	Levinson	Community House	32	5	8	5	6	1	7					3.3	160
SPANISH	6914.17	Summer '74	2	Barrenoo	Community House	15	1	3					1	1	8	130	6.1	214
STITCHERY	6914.16	Summer '74	3	Akin	405 So. Chester	22	5	2		2	2	1	2	1	7	192	5.2	369
WELDING	7980.01	Summer '74	3	Klienkemple	Bkafld. College	18												1800

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX VB

CURRICULUM DEVELOPMENT

(By Type)

APPENDIX VB

CURRICULUM						ATTENDANCE												
Subject	Ticket No.	Semester	Length	Instructor	Location	Total No. of Persons	One-time (#Persons)	Two-times (#Persons)	Three-times (#Persons)	Four-times (#Persons)	Five-times (#Persons)	Six-times (#Persons)	Seven-times (#Persons)	Eight-times (#Persons)	Over 8 times #Persons	Over 8 times #Hrs	Average Times Atten.	Total Hours Attendance
	940.51	Fall '73	3	Miller	Community House	17	2	2			1	4	1	1	6	194	6.8	344
	940.52	Fall '73	3	Giordano	Kern City	18	2		2				1		13	480	9.8	525
	940.53	Fall '73	3	Wetzel	Community House	14				1			2	2	9	270	8.9	372
	940.54	Fall '73	3	Boliou	Kern City	16	1	1	1						13	414	9.0	432
	940.51	Spring '74	3	Miller	Community House	13			1	4		2	2	1	3	13	4.9	234
	940.52	Spring '74	3	Giordano	Kern City	11	1		1		1			1	7	198	7.5	249
	940.53	Spring '74	3	Wetzel	Community House	17				1	1		1	3	11	246	7.2	432
	940.54	Spring '74	3	Wetzel	Sears Hall	15	2	3	3	1	1	2		1	12	12	3.9	171
	940.55	Spring '74	3	Stockton	Kern City	24	2	6	2	2	3	1	1	2	5	150	5.1	356
	6914.15	Summer '74	3	Wetzel	Community House	26	2	3	10	4	7						3.3	267
	6914.18	Summer '74	3	Giordano	Kern City	23	1	1		1	8	12					5.2	348
MICS	6914.11	Summer '74	3	Turner	Pioneer Pines	37	1	1	7	4	2	22					2.5	576
US	5580.60	Fall '73	2	Morris	North of River Recreation	18												324
RUS	5580.67	Spring '74	2	Morris	Sears Hall	18												270
RUS	5580.76	Spring '74	2	Evans	Pioneer Pines	25												370
RUS	6914.04	Summer '74	2	Evans	Pioneer Pines	41				1	40						5.0	408
VALESCENT HOSPITAL	5580.53	Fall '73	2	Urner	Beverly Manor/ Bkfld. Conval.	141	73	37	18	4	8	1					1.9	506
VALESCENT HOSPITAL	5580.54	Fall '73	2	Urner	Christian Towers	32	13	1	3	2		2	2	1	8	174	4.8	306
VALESCENT HOSPITAL	5580.55	Fall '73	2	Urner	Colonial	33	11	4	5	4	5	1		1	2	36	3.2	214
VALESCENT HOSPITAL	5580.56	Fall '73	2	Urner	Colonial/Hilltop	31	11	12	1	3	2	1		1			2.4	148
VALESCENT HOSPITAL	5580.60	Fall '73	2	Urner	Beverly Manor	87	48	14	13	8	3						1.9	330
VALESCENT HOSPITAL	5580.61	Fall '73	2	Barth	Pioneer Pines	142	61	30	12	11	12	11	4	1			2.6	726
VALESCENT HOSPITAL	5580.66	Fall '73	2	Barth	Bkfld. Conval.	44	20	10	1	3	1	3	1		5	98	3.0	268

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX VB

CURRICULUM						ATTENDANCE												
Subject	Ticket No.	Semester	Length	Instructor	Location	Total No. of Persons	One-time (#Persons)	Two-times (#Persons)	Three-times (#Persons)	Four-times (#Persons)	Five-times (#Persons)	Six-times (#Persons)	Seven-times (#Persons)	Eight-tim (#Persons)	Over 8 times		Average Times Atten.	Total Hours Attendance
															#Persons	#Hrs		
VALESCENT HOSPITAL	5580.67	Fall '73	2	Barth	Kern City	77	54	7	7	7				2			1.7	316
VALESCENT HOSPITAL	5580.59	Spring '74	2	Urner	Colonial/Hillto	83	36	12	16	10	1	7					2.3	282
VALESCENT HOSPITAL	5580.61	Spring '74	2	Barth	Bkefld. Conval.	61	34	6	6	2	7	3					2.6	338
VALESCENT HOSPITAL	5580.62	Spring '74	2	Barth	Pioneer Hospital	95	32	17	15	8	10	8	1	1	1	3	3.1	580
VALESCENT HOSPITAL	5580.63	Spring '74	2	Barth	Park Real	104	73	13	11	6	1						1.5	322
VALESCENT HOSPITAL	6914.01	Summer '74	2	Barth	Pioneer Hospital	35	23	12									1.3	94
VALESCENT HOSPITAL	6914.02	Summer '74	2	Barth	Bkefld. Conval.	36	11	6	5	6	1	6					2.9	210
VALESCENT HOSPITAL	6914.03	Summer '74	2	Barth	Park Real	55	17	25	12	1							1.9	216
VALESCENT HOSPITAL	6914.12	Summer '74	1	Urner	Hosa Gardens	31	1	7	12	4	4	3					3.4	105
VALESCENT HOSPITAL	6914.13	Summer '74	2	Urner	Hilltop/Manor	41	7	14	18								2.2	90
VALESCENT HOSPITAL	6914.14	Summer '74	2	Urner	Beverly Manor	42	5	24	13								2.2	147
FTS	5580.66	Spring '74	2	Rhea	Trinity Methodi	75	37	10	13	6	6	1			2	36	2.3	370
RENT EVENTS	5580.52	Fall '73	2	Kilburn/Jones	Community House	74	29	12	4	11	3	3	4	3	4	82	3.2	470
RENT EVENTS	5580.57	Fall '73	2	Kilburn	Northminster	33	20	9	3	1							1.5	102
RENT EVENTS	5580.64	Spring '74	2	Jones	Community House	21												210
RENT EVENTS	5580.65	Spring '74	2	Jones	Northminster	21												210
RCISE	5580.62	Fall '73	2	Lavery	Kern City	23	4		5	2	1	2	1		8		7.9	261
LD TRIPS (3)	5580.71	Spring '74	2	Holden	Field Trip	84	65	16	3								1.3	182
LD TRIPS	6914.19	Summer '74	2	Holden	Tehachapi	40	40										1.0	80
RONTOLOGY	5580.57	Spring '74	2	Paine	Bkefld. College	157	86	29	20	13	6	1	1				1.9	614
S. THERAPY	5580.77	Spring '74	2	Peningroth	1st Christ.Churc	20												200
S. THERAPY	6914.08	Summer '74	2	Peningroth	1st Christ.Churc	20												120

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX VB

CURRICULUM						ATTENDANCE												
Subject	Ticket No.	Semester	Length	Instructor	Location	Total No. of Persons	One-time (#Persons)	Two-times (#Persons)	Three-times (#Persons)	Four-times (#Persons)	Five-times (#Persons)	Six-times (#Persons)	Seven-times (#Persons)	Eight-times (#Persons)	Over 8 times		Average Times Atten.	Total Hours Attendance
															#Persons	#Hrs		
SONAL CONCERNS	5580.78	Spring '74	2	Culver	Community House	12												178
SONAL CONCERNS	5580.62	Spring '74	2	Culver	Pioneer Hospital	95	32	17	15	8	10	8	1	1	1	3	3.1	580
SONAL CONCERNS	5580.63	Spring '74	2	Culver	Park Real	104	73	13	11	6	1						1.5	322
SONAL CONCERNS	6914.06	Summer '74	1.5	Kilburn	Community House	13	8	5									2.2	27
ETARIUM LECTURE	5580.74	Spring '74	2	Kirchner	Bkafld. College	9	2	4		3							2.4	38
TRY	6914.07	Summer '74	1.5	Levinson	Community House	32	5	8	5	6	1	7					3.3	160
RETIREMENT LECT	5580.68	Spring '74	1.5	Karnes	Congregational Heights	316	142	56	64	15	15	12	4	5	3	42	2.4	1119
HOLOGY/CHANGE	5580.74	Fall '73	2	Pierucci	St. Paul's	15	9	1	2	3							1.0	58
CHOLOGY/CHANGE	5580.56	Spring '74	1.5	Pierucci	Community House	65	23	12	12	5	5	6	2				2.7	261
NISH	6914.17	Summer '74	2	Barranco	Community House	15	1	3			1		1	1	8	130	6.1	214
TCHERY	6914.16	Summer '74	3	Akin	405 So. Chester	22	5	2		2	2	1	2	1	7	192	5.2	369
DING	7980.01	Summer '74	3	Klienkemple	Bkalfd. College	18												1800

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX VI

SURVEY INSTRUMENT

YOUR AGE:

____ 60-64
____ 65-59
____ 70-74
____ 75 +

EDUCATION:

How many years of schooling have you completed?

____ 5 grades or less
____ 6-8 grades
____ Attended high school
____ Completed high school
*____ Attended college

*____ How many years of college? Degrees completed____________

Did you know that Bakersfield College offers special classes and programs for older adults no matter what their educational background?

____ Yes
____ No

TRANSPORTATION:

Do you regularly make use of any of the following means of transportation around town?

____ Private car
____ Bus
____ Taxi
____ Bicycle
____ Walking

ACTIVITIES:

Do you participate on a regular basis in any form of leisure activity outside your home? (Card games, bowling, golf, etc.)

____ Yes
____ No

If yes, how often do you participate in such leisure activities?

____ Two or more times a week
____ Once a week
____ Twice a month
____ Once a month
____ Less than once a month

Would any of the following reasons likely prevent you from attending programs?

____ No transportation
____ Sickness or other physical limitations
____ Cannot leave other person(s) alone
____ Too busy with other activities
____ Language barrier - Would you attend classes given in Spanish Yes____ No____

____ Simply not interested
____ None of these

If transportation is a problem, would it help if a school bus were to make a stop near your home to pick you up?

____ Yes
____ No

If yes, what would be the most convenient location available to others in your neighborhood besides yourself?

____

Do you ordinarily read or watch or listen to any of the following?

____ Daily newspapers - Which? ____________
____ Local radio and TV - Any particular station or programs? ____________
____ Store bulletin boards - Where? ____________

How might Bakersfield College best inform you of up-coming programs for senior citizens?

____

Do you belong to any senior citizen organization or clubs?

____ Yes
____ No - If no, would you like some organization to contact you? Yes ____ No ____

Are you interested in volunteering your time to help others?

____ Yes
____ No

Are you interested in full-time or part-time employment if available?

____ Yes
____ No

What abilities or skills do you have that would contribute to your getting a volunteer or paid position?

____

____

Do you engage in any educational or cultural activities (attend adult education classes, take music or art lessons, attend concerts or plays, etc.)?

______ Yes
______ No

EDUCATIONAL NEEDS AND INTERESTS:

Do any of the following educational program areas sound interesting to you?

______ How to Enjoy Retirement
______ Health for Senior Citizens
______ Arts and Crafts
______ World Affairs
______ Cooking and Nutrition for Older Adults
______ Music and Drama presentations
______ Protecting Yourself from Con Artists
______ Travel Around the World
______ National and State Parks in California
______ Other

If educational programs were offered convenient for your attendance, especially for older adults, without grades or formal registration, and during the day, would you be interested in attending?

______ Yes
______ No

Can you think of any classes or programs you would particularly like to attend?

______ Yes - If yes, what: ______________________________
______ No

If Bakersfield College were to offer a class or program you were interested in attending, where would you like it to meet?

______ On the main college campus
______ In the Downtown area (Chester Avenue)
______ A church near your home
______ A school near your home
______ Other? ______________________

Would you be interested in programs on TV or radio?

______ Yes - If yes, do you have cable: Yes ______
______ No   No ______

Would you be interested in being trained for volunteer work or employment?

______ Yes
______ No

Area or skill? ______________________________

The following questions are optional and may be answered or not, at your option, but they would help the college serve the needs of retired persons.

What was your major life occupation? ______________________

What is your major source of income? (Social Security, pension funds, private investments, etc.) ______________________
____

What are your future goals? (Travel, job, volunteer work, recreation, education, etc.)? ______________________
____

Do you feel you need any particular assistance in any area? (Income, counseling, health, etc.)? ______________________
____

Do you have any other suggestions as to how Bakersfield College might be of further service to you? ______________________
____

INTERVIEWER: The following questions to be answered by you, BY OBSERVATION ONLY.

Sex: Male ________
Female ________

Ethnic origin:
White (Anglo) ________
Black (Negro) ________
Chicano (Mex.-Am) ________
Oriental ________
American Indian ________
Unable to determine ________

Were there any obvious problems not covered by the interviewee? (Extreme poverty, surroundings, family concerns, etc.) Explain.
____
____

Suggestions for further action or referral: ______________________
____

Address of Interviewee and Name, if volunteered: ______________________
____

BIBLIOGRAPHY

A. BOOKS

Arthur, Julietta K. Retire to Action: A Guide to Voluntary Service. Nashville, Tennessee: Abingdon Press, 1969.

Birren, James (ed.). The Psychology of Aging. New Jersey: Prentice-Hall, Inc., 1964.

Bischof, Ledford J. Adult Psychology. New York: Harper and Row 1969.

Blakely, Robert J. Adult Education in a Free Society. Toronto: Guardian Bird Publications, 1958.

Bloom, Benjamin S. Stability and Change in Human Characteristics. New York: John Wiley, 1964.

__________ (ed.) Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. New York: David McKay Co., Inc., 1956.

Botwinick, J. Cognitive Processes in Maturity and Old Age. New York: Springer, 1967.

Boyd and Oakes. Foundations of Practical Gerontology. Columbia, S.C.: U. of South Carolina Press, 1969.

Brightbill, Charles K. Educating for Leisure - Centered Living. Philadelphia: The Shackpole Co., 1966.

Cumming, Elaine and W. E. Henry. Growing Old. New York: Basic Books, 1961.

Donahue, Wilma T. (ed.). Education for Later Maturity: New York: Whiteside, Inc., 1958.

__________, Woodrow W. Hunter, Dorothy H. Evans, and Helen K. Maurice (eds.). Free Time, Challenge to Late Maturity. Ann Arbor: U. of Michigan Press, 1958.

Field, Minna. Aging With Honor and Dignity. Springfield: Charles C. Thomas Co., 1968.

Gardner, John. New Easy Victories. New York: Harper and Row, 1968.

Geist, Harold. The Psychological Aspects of Retirement. Springfield: 1968.

Hand, Samuel E. A Review of Physiological and Psychological Changes in Aging and Their Implications for Teachers of Adults. Tallahassee: Florida State Department of Education, 1968.

Harlacher, Irvin L. The Community Dimension of the Community College. Englewood Cliffs: Prentice-Hall, 1970

Harrow, Anita J. A Taxomony of the Psychomotor Domain. New York: David McKay Co., 1972.

Havighurst, Robert J. Developmental Tasks and Education. New York: David McKay Co., 1965.

__________, and Betty Orr. Adult Education and Adult Needs. With 1960 Supplement. Chicago: Center for the Study of Liberal Education for Adults, 1956, 1960.

Hendrickson, Andrew, and George F. Aker. Education for Senior Adults. Tallahassee: Florida State University, 1969.

Hixson, Leroy E. Formula for Success. Long Beach, California: National Retired Teachers Association, 1968.

Hoffman, Adeline, M. (ed.). Daily Needs and Interests of Older People. Springfield, Illinois: Charles C. Thomas, 1970.

Houle, Cyril. Continuing Your Education. New York: McGraw Hill, 1964.

__________, The Inquiring Mind. Madison: University of Wisconsin Press, 1961.

__________, Residential Continuing Education. Syracuse: Publications in Continuing Education, 1971.

Jacobs, H. Lee, W. Dean Mason, and Earl Kauffman. Education for Aging: A Review of Recent Literature. Syracuse: ERIC Clearinghouse on Adult Education, 1970.

Johnstone, John W. C. and Ramon J. Rivera. Volunteers for Learning: A Study of the Educational Pursuits of American Adults. Chicago: Aldine, 1965.

Klevins, Chester (ed.). Materials and Methods in Adult Education. Canoga Park, California: Klevens Publications, Inc., 1972.

Knowles, Malcoln S. (ed.). Handbook of Adult Education in the United States. Chicago: Adult Education Association of the United States of America, 1960.

__________, Higher Adult Education in the United States. Washington, D.C.: American Council on Education, 1969.

__________, The Modern Practice of Adult Education. New York: Association Press, 1970.

__________, The Modern Practice of Adult Education: Andragogy versus Pedagogy. New York: Association Press, 1970.

Krathwohl, David R., Benjamin S. Bloom, and Betram B. Masiz. Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964.

Loether, Herman J. Problems of Aging. Belmont: Dickenson Publishing Co., 1967.

Long, Huey B. Are They Ever Too Old To Learn? Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

McClusky, Howard Y. Education. Background Paper, 1971 White House Conference on Aging, Washington, D.C.: U. S. Government Printing Office, 1971.

Miller, Harry L. Teaching and Learning in Adult Education. New York: The Macmillan Co., 1964.

Myran, Gundar A. Robert Huber, and Sean A. Sweeney. Senior Citizen Services in the Community Colleges. Michigan State U, 1971.

Niemi, John A. Mass Media and Adult Education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971.

Sheats, Paul H. The Case Against the Adult Dropout. Syracuse: Publications in Continuing Education, 1965.

Simpson, Ida H., and John C. McKinney (eds.). Social Aspects of Aging. Durham: Duke University Press, 1966.

Smith, Robert M., George F. Aker, and J. R. Kidd (eds.). Handbook of Adult Education. New York: The Macmillan Co., 1970.

Thorndike, E. L. Adult Learning. New York: The Macmillan Co., 1928.

Toffler, Alvin. Future Shock. New York: Random House, 1970.

Twente, Esther E. Never Too Old. San Francisco: Jossey-Bass, 1970.

Vickery, Florence E. Creative Programming for Older Adults. New York: Association Press, 1972.

Whitehead, Alfred North. The Aims of Education. New York: The Free Press, 1967.

B. PERIODICALS

Andrus, Ethel Percy. "Education as the Retired See It," Adult Leadership, 9 (May, 1960) 23.

Burkett, Jess. "Comprehensive Programming for Life-Long Learning." Adult Education, X (Winter, 1960).

Carlson, Charles R. "Serving the Needs of Retired Persons." Community and Junior College Journal, Vol. 43, No. 6, March 1973.

__________. "Meeting the Needs of the Elderly." CJCA News, Vol. 19, No. 4, January, 1974.

Cohen, Charles S. "Research on Mental Abilities and Aging." Adult Education, III (Spring, 1962).

Donahue, Wilma. "Preparation for Living in the Later Years." Adult Education, I (December, 1950).

Harman, David. "Illiteracy: An Overview." Harvard Educational Review, 40 (May, 1970) 2.

Neugarten, Bernice L. "Grow Old Along With Me! The Best Is Yet to Be." Psychology Today. December, 1971.

Owens, W. A. "Age and Mental Abilities, A Second Adult Follow-up." Journal of Educational Psychology, LVII (June, 1966).

St. Clair, Michele. "Growing Senior Power Revives Old Age Politics, Stirs Legislators to the Problems of the Aging." California Journal, II (December, 1971).

C. PUBLICATIONS

Adams, Arthur S. The Challenge of Later Maturity to Education. Durham: New England Center for Continuing Education, 1967.

Bradley, Harry M., et al. Final Report - A Program for the Educational Enrichment of the Senior Citizens of Polk County. Bartow Florida: Polk Junior College, 1967.

DeGabriele, Eugene H. A Review of Present Educational Opportunities Available to Older Adults in California'a Public Adult Education Program. Sacramento: California State Department of Education, 1967.

A Handbook for Conducting Pre-Retirement Sessions in the IAM. Washington, D. C.: International Association of Machinists and Aerospace Workers, 1968.

Dordick, H.S. Adult Education Goals for Los Angeles - A Working Paper for the Los Angeles Goals Program, Santa Monica: The Rand Corporation, 1968.

Harvest Years: A Time for Learning. New York: Harvest Years Publishing Co., 1969.

Hendrickson, Andrew, and Robert F. Barnes. The Role of Colleges and Universities in the Education of the Aged. Columbus: Ohio State University Research Foundation, 1964.

1961 White House Conference on Aging. Background Paper on Education for Aging. Washington, D.C.: The Conference, 1961.

1971 White House Conference on Aging. Section Recommendations on Education, Washington, D. C.: The Conference, U. S. Government Printing Office, 1972.

Understanding the Older Adult: A Teacher's Manual and Course of Study for Use in Adult Education Classes in Secondary Schools. Los Angeles: Los Angeles County Superintendent of Schools, 1966.

FILM BIBLIOGRAPHY

AFTER AUTUMN

Content: A day in the life of an 82-year-old farmer living alone, coping with the problems of isolation and abandonment.
Technical Description: 16 mm., color, sound, 10 min., 1971
Producer: The Social and Rehabilitation Service, U. S. Department of Health, Education and Welfare, for the 1971 White House Conference on Aging.
Availability: Purchase - $37.25: Sales Branch, National Audio-Visual Center, Washington, D. C. 20409. Free Loan - General Services, National Archives and Records, National Audiovisual Center, Washington, D.C. 20409.

AGING

Content: Presents an overview of the issues in aging.
Technical Description: color, 21 min.
Producer: Peter Jordon of CRM Productions, the film division of Psychology Today.
Availability: Order through CRM, Inc. Attn: Jim Bond, 1104 Camino del Mark, Del Mark, California 92014. (714) 453-5000--call collect.

AGING (ABOUT PEOPLE SERIES)

Content: Shows two elderly Jewish gentlemen playing cards, revealing their attitudes toward life, loneliness, and the younger generation. Dr. Piers asserts that the greatest evil to the elderly in modern times is the prevalent notion that an old person is functionless. She advocates re-establishing the natural roles of grandfathers and grandmothers in family life.
Technical Description: 16 mm., B/W, 1963, 30 minutes.
Producer: WTTW, Chicago, Illinois, for National Editorial TV.
Availability: Purchase - $125; Rental - $6.75; Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

THE ART OF AGE

Content: A personalized look into the lives of four retired, active citizens with a wide range of interests and hobbies, from fishing to contemporary sculpture. The two men and two women all have a positive approach to living and both men volunteer their services to community projects involving children.
Technical Description: 16 mm., color, sound, 26 minutes.
Producer: Leonard S. Berman, under advisement of Dr. James T. Mathieu of the Gerontology Center at USC.
Availability: ACI Productions, Eleventh Floor, 35 West 45th Street, New York, New York 10036: Purchase - $325, plus shipping.

CONFRONTATIONS ON DEATH

Content: This documentary film vividly records the emotional impact of the University of Oregon's existential seminar on death. The film crew were participants in the "task-oriented T-groups". Natural settings, natural sound and natural emotions are shared with the viewer. An unusual experience and a very different film, it has been praised by physicians, psychologists and educators.
Technical Description: 16 mm., 38 minutes, color, sound
Producer: Division of Continuing Education, Film Library, 1633 S.W. Park, Portland, Oregon 97207.
Availability: Purchase - $300, plus shipping; Rental - $20, plus shipping for 1-2 days; inquire for more than 2 days use.

DOES OLD MEAN POOR

Content: Discusses the problems that are faced by the aged living on fixed incomes - from the Growth and Development: The Adult Years Series.
Technical Description: 16 mm., sound, 30 minutes, 1969
Producer: Video Nursing, Inc., 2645 Girard Ave., Evanston, Illinois 60201.
Availability: Video Nursing, Inc. Rental - $18 per day.

THE ELDERLY

Content and Producer: A preliminary report on the research project currently being conducted under a three-year grant from the U.S. Office of Education. A cooperative research project between the NRTA-AARP, the American Library Association, the University of Kentucky and administered by the Institute of Lifetime Learning, it seeks to study current programs and services for senior citizens in libraries in many communities and see what new programs and services may be discovered. This first film sets forth the situations and problems. A subsequent film next year is planned to summarize findings and possible solutions.
Technical Description: 10 min., color
Availability: The Institute of Lifetime Learning, 215 Long Beach Boulevard, Long Beach, CA 90802.

THE FAMILY: YESTERDAY, TODAY AND TOMORROW

Content: Traces the beginnings of the family, following it through the extended family. Covers two marriages, and contemplates what the future might hold.
Technical Description: 16 mm., 28 minutes, 1965.
Producer: Los Angeles City Schools; Dr. Dingillian.

AN EXPERIMENTAL PROGRAM: BELLINGHAM, WASHINGTON

Content and Producer: A group interview of the persons most closely involved in the planning and implementation of an innovative ACTION program describes the community organization processes and problems as a community college dovetails its University Year for Action program with the local RSVP and other senior citizens' programs in the community. A helpful teaching videotape for planners, educators and volunteer leaders in the field of aging.

(An Experimental Program...continued)
Technical Description: 1/2" Sony videotape, 24 minutes, B/W.
Availability: Dale Price, Deputy Regional Director, ACTION, 1602 Second Avenue, Seattle, Washington 98101.

GERIATRIC CALISTHENICS

Content: Basic principles and techniques for optimal benefits of exercise for aging persons are shown through interview and lively demonstration sequences. Four different levels of bio-psycho-social limitations are demonstrated.
Technical Description: 16 mm., B/W, sound Kinescope, 30 minutes
Availability: Mrs. Eva Desca Garnet, Dept. of Physical Education, University of Southern California, Los Angeles 90007. Also available: 33 1/3 RPM record with exercise instructions and music, for use by movement therapists.

THE GOLDEN YEARS

Content: The story of the rehabilitation of 63-year-old Martin Schwartz, jobless for five years after crippling forced him to give up his trade as a master tailor. In a Workshop Vocational Center for aged handicapped men and women, he is trained to operate a drill press, makes contacts with other older people at the center, and his self-confidence returns. As the film ends, Mr. Schwartz is working in a new job and proudly bringing home his first paycheck.
Technical Description: 16 mm., B/W, sound, 14 minutes, 1960.
Producer: Himan Brown, with supervision of Robert Smith for the Federation of Jewish Philanthropies of New York.
Availability: Loan, in greater New York - Film Bureau, Public Relations Department, Federation of Jewish Philanthropies of New York, 130 East 59 Street, New York, New York 10022.

HOW TO FEEL FIT AT ANY AGE

Content: Based on a Readers' Digest article by Kenneth Cooper. Film covers physical fitness and personal hygiene.
Technical Description: 16 mm.; 3 minutes, 14 seconds; 1968

LISTEN TO THE QUIET

Content: This sensitive multi-media presentation is the result of in-depth interviews with a wide variety of older persons, in which their feelings about aging, dying, death and religion were explored. The aged themselves tell us that their spiritual needs are those of everyone: the need for identity, meaning, love and wisdom. The presentation, partially in response to WHCA recommendations on Spiritual Well-Being, makes clear that we must listen to our elders who speak so quietly.
Technical Description: Multi-media, color, sound, 20 minutes.
Availability: Ms. Donna K. Bearden, Governor's Committee on Aging, P. O. Box 12787, Austin, Texas 78711.

NEVER TRUST ANYONE UNDER SIXTY

Content: A film of the dramatic portions of the White House Conference on Aging. Includes the short films "After Autumn" and "Step Aside, Step Down" (listed separately), and three very brief film sequences: "The American Dream", "Throw-Away Culture" and "Falling Through the Cracks".
Technical Description: 16 mm., color, sound, 60 min., 1971.
Producer: The Social and Rehabilitation Service, U. S. Department of Health, Education and Welfare, for the 1971 White House Conference on Aging.
Availability: Purchase - $200, Sales Branch, National Audiovisual Center, Washington, D.C. 20409. Free loan - General Services, National Archives and Records, National Audiovisual Center, Washington, D.C. 20409.

OUR CHANGING FAMILY LIFE

Content: Portrays the economic and social changes that have occurred since 1880 and their effect upon American life. The changing role of grandparents is also considered.
Technical Description: 22 min., B/W, 1965
Producer: McGraw-Hill
Availability: The University of Iowa, Audiovisual Center, Iowa City, Iowa 52240.

OUR SENIOR CITIZENS

Technical Description: 16 mm., 30 minutes.
Availability: New York Municipal Broadcasting System, Municipal Building, New York, New York 10007.

PENSIONS: THE BROKEN PROMISE

Content: Many people work long hard years for a company spurred on by the idea that their retirement years will be carefree. They often save little, depending on their pension plan and social security to provide for their future. When they reach the age of retirement, too often they find that this dream of security has faded. This documentary spotlights the experiences of some of the victims of pension systems who lost their pension rights when their companies merged or went out of business, or when they left to find other jobs. Experts from business, banking institutions, and government all agree that changes and controls are needed to correct pension plan deficiencies.
Technical Description: 16 mm., color, 38 min., 1972.
Availability: NBC Educational Enterprises, 30 Rockefeller Plaza, New York, New York 10020. Purchase - $400; Rental - $19.

BEST COPY AVAILABLE

PERSPECTIVES ON AGING: IMPLICATIONS FOR TEACHING

Content: Concept Media, [illegible] association with leading gerontologists and health care professionals, has created a stimulating and unique audio-visual series entitled Perspectives on Aging. This five-part filmstrip series explores and explodes the myths of the aging process and provides an extensive program for those involved in caring for the aged. It dispels, among others, the myth that old age is a period of intellectual deterioration, and is synonymous with illness. The series' basic premise is that "the aged" are not actually a homogeneous group at all in terms of interests, needs and lifestyle. It is as illogical to group 65-year-olds with 95-year-olds as to group 5-year-olds with 35-year-olds! Filmstrip 3, Implications for Teaching, surveys the physiological, sociological and psychological factors which influence the elderly and affect their learning, and presents specific teaching techniques which are effective with the elderly.
Technical Description: 35 mm Filmstrips with 33 1/3 RPM records, 20 min. each.
Availability: Purchase: Complete series with records - $252; complete series with cassettes - $267; Concept Media, 1500 Adams Avenue, Costa Mesa, CA 92626.

PRE-RETIREMENT FILMSTRIP PROGRAM

THE BEST IS YET TO BE? Uses humorous photographic techniques to expose fundamental problems posed by the transition from the working years to the retirement years. The film is designed to provoke serious thought about the many changes that must be faced.
THE FAR SIDE OF THE MOON takes a look at financial aspects of retirement and examines some of the problems that may arise from changes in income and expenses. The film urges viewers to make a realistic projection of their financial needs after retirement and begin planning now to meet them.
THE TIME OF YOUR LIFE focuses attention on one of the most significant elements of a happy retirement -- the creative use of time. The film points out that the retirement years can be richly rewarding if leisure is put to constructive use.
Technical Description: Three filmstrips, 35 mm., color, sound (record), 10 min. each.
Availability: Purchase - $100. Aetna Life & Casualty, Film Supervisor, Public Relations and Advertising Department, Hartford, Connecticut 06115.

RAISIN WINE

Content: The sensitive story of Harry Oliver, retired. He designed the scenery for "Ben Hur". Uplifting, poetic, but not long-hair. Winner of the Dr. Ethel Percy Andru Award in the NRTA-AARP Annual TV Competition in Work for Retirement.
Technical Description: 15 min., color.
Producer: Communication Arts Development, Loyola University of Los Angeles, John W. Zodrow, Producer.
Availability: The Institute of Lifetime Learning, 215 Long Beach Blvd., Long Beach, CA 90802.

REMEMBER WHEN

Content: Uses visual and audio montages to show the different viewpoints -- both positive and negative -- that elderly people hold toward aging. The film offers no answers; rather, its purpose is to start the viewer thinking.
Technical Description: 16 mm., color, 7 minutes.
Producer: Allan Balsam
Availability: University of Southern California. Purchase - $85; Rental - $15 day.

THE REST OF YOUR LIFE

Content: The film's purpose is to make people aware of retirement and the necessity to plan for it. The film identifies and examines some of the stereotypes related to retirement, thus raising questions about retirement and stimulating thinking and planning.
Technical Description: 16 mm., 28 min., color, sound.
Producer: Journal Films, Inc. (Collaborator: The Mayor's Commission for Senior Citizens - the City of Chicago).
Availability: ADA-MAX Audio-Visual, P. O. Box 266, Galien, Michigan 49113; Purchase - $310; Rental - $25/3 days.

SEASONS

Content: Deals with the health and rehabilitation of older people, including nursing and rest home conditions and effective programs in geriatric therapy.
Technical Description: 16 mm., 16 min., color, sound, 1971.
Producer: The Social and Rehabilitation Service, U. S. Department of Health, Education and Welfare, for the 1971 White House Conference on Aging.
Availability: Purchase - $68; Sales Branch, National Audiovisual Center, Washington, D.C. 20409. Free loan; General Services, National Archives and Records, National Audiovisual Center, Washington, D.C. 20409.

SPEAKING OF AGE

Content: With luck, you and I will grow old. With more luck we'll grow old gracefully, needing neither nursing care nor financial support, retaining our intellectual power and enthusiastic outlook well beyond three score and ten. For their master's thesis at the University of Iowa, School of Social Work, Jean Wylder and Randy Bolton found a dozen vital oldsters, photographed them, taped their stories of adapting successfully to age, and created a "mixed-media" show of tapes and slides. The result of this positive view of the "coming of age" is a touching, inspiring hour packed with wisdom of those who've stayed young by staying useful.
Technical Description: multi-media, 60 min., color, sound.
Availability: Ms. Jean W. Wylder, Coordinator of Programs for the Senior Citizen, Dept. of Social Services, Johnson County, 538 South Gilbert St., Iowa City, Owa 52240.

BEST COPY AVAILABLE

STEP ASIDE, STEP DOWN

Content: This film deals with the major problems of aging in America, such as income, housing, nutrition and transportation; and the private and government programs successful in solving them.
Technical Description: 16 mm., 20 min., color, sound, 1971.
Producer: The Social and Rehabilitation Service, U. S. Department of Health, Education and Welfare, for the 1971 White House Conference on Aging.
Availability: Purchase - $81, Sales Branch, National Audiovisual Center, Washington, D.C. 20409. Free loan - General Services, National Archives and Records, National Audiovisual Center, Washington, D.C. 20409.

TEN WAYS TO CUT YOUR MEDICAL BILLS

Content: Based on a Readers' Digest article by A. Q. Maisel. Covers hastled management and insurance problems.
Technical Description: 16 mm., 3 min. 15 sec.; 1966.
Producer: Readers' Digest

THAT'S WHAT LIVING'S ABOUT

Content: Lively but philosophical look at leisure -- what it means, how it affects our lives now, and how it may affect them in the future. "Leisure implies just letting things happen -- taking them as they come and getting all you can out of them." Explores the uses and misuses of leisure in our mass-production, computerized, assembly-line society, in which many people find no personal fulfillment in their jobs. Presents broad concepts of leisure and recreation, shows the vital balance between work and leisure, and examines the relationship between leisure and retirement. Discusses the problems of finding time for leisure and shows the variety of resources available in the community to help develop leisure values and skills and discover leisure interests. Shows more than 150 residents of Torrance, California, involved in a wide variety of active and inactive leisure pursuits, along and with families, friends and groups.
Technical Description: 18 min., color, 1973.
Producer: City of Torrance, Park & Recreation Department.
Availability: University of California Extension Media Center, Berkeley, CA 94720 . Purchase - $215; Rental - $15. Film #8442.

THEIR SPECIAL NEEDS

Content: The Foster Grandparents Program is one of the most successful federally-sponsored programs for Older Americans. This new ACTION film shows Foster Grandparents in various U.S. locations as they relate to children in several settings, e.g., a nursery for low-birth-weight infants, a school for mentally retarded children, a correctional school for boys. This film depicts the importance of the relationship between the Foster Grandparent and the children -- the special needs of both which are satisfied through their work together.

(Their Special Needs...continued)
Technical Description: 16 mm., 15 min., color, sound.
Availability: ACTION, 806 Connecticut Avenue N.W., Washington, D.C. 20525, loaned by ACTION free of charge.

THREE GRANDMOTHERS

Content: A glimpse into the lives of three grandmothers: in an African village compound in Nigeria; in a hill city of Brazil; and in a rural Manitoba community. This film shows how each finds in her declining years abundant purpose, usefulness, wisdom and respect.
Technical Description: 16 mm., 29 min., B/W, sound.
Availability: Purchase - $198, Contemporary/McGraw, 330 West 42 Street, New York, New York 10036; Rental - contact nearest office of Contemporary/McGraw-Hill for rates and avilability; 1714 Stockton Street, San Francisco, CA 94133.

TO LIVE WITH DIGNITY

Content: The film is a documentary telling the story of a three-months' project with 20 very confused, disoriented older persons at Ypsilanti State Hospital. Records techniques of milieu therapy and shows patients involved in social interaction groups, crafts, activities of daily living and music therapy. It records their progress as they become involved in the world around them. This unusual, and perhaps unique, documentary film is narrated by project staff and the sound track records actual dialogue between staff and patients.
Producer: Institute of Gerontology, University of Michigan/Wayne State University.
Technical Description: 16 mm., color, sound, 29 min.
Availability: The University of Michigan, Television Center, 310 Maynard St., Ann Arbor, MI 48104. Purchase - $200, plus shipping; Rental - $15, plus shipping for one day; $5.00 per day for each additional day.

WHAT YOU DO SPEAKS SO LOUD

Content: A new documentary, touchingly portraying the personal satisfactions of seniors who participate in the Retired Senior Volunteer Program and the warmth and gratitude of the persons who receive services and attention from senior volunteers. Several RSVP locations throughout the nation are shown, and older persons of many personality and skill types participating in a variety of volunteer activities are depicted. Real volunteers discuss their joys and fulfillment in their own words.
Technical Description: 16 mm., 15 min., color, sound.
Availability: ACTION, 806 Connecticut Avenue N.W., Washington, D.C. 20525, Attn: Ms. Lee Lawrence - loaned by ACTION free of charge. Purchase - Byron Motion Pictures, 65 K Street, N.W., Washington, D.C. 20002 - $52.50.

WIDOWS

Content: Several women describe their experiences after the deaths of their husbands. Their frank and touching comments demonstrate some of the stresses of widowhood and suggest various strategies for preventive intervention on behalf of the widows and of their young children. The film aims to help the viewer understand the needs of this group and to encourage discussion of appropriate action. It can be used with various audiences: to sensitize professionals to the problems of widowhood, to teach volunteers their roles and techniques as widow aides, and to mobilize community resources to develop preventive services.
Technical Description: 16 mm., 43 minutes, B/W, sound.
Producer: Created by Edward A. Mason, M.D. Made in cooperation with the Widow-to-Widow program, and partially supported by Grant #MH 09214, National Institute of Mental Health.
Availability: Harvard Medical School, Mental Health Training Film Program, 33 Fenwood Road, Boston, Massachusetts 02115: Purchase - $240; Rental - $25.

YOU SHOULD NEVER BE AFRAID TO TRY

Content: Based on a Readers' Digest article by John Habbell. This psychological film traces different problems following an accident; then shows ways towards self-reliance.
Technical Description: 16 mm., 3 min., 11 sec.; 1968

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 13 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

The Administration on Aging *shall*...

> ". . . *Serve as clearinghouse for information related to problems of the aged and aging ... prepare, publish, and disseminate education materials dealing with the welfare of older people ... gather statistics in the field of aging which other Federal agencies are not collecting.*"
>
> Older Americans Act of 1965.

AOA
PUBLICATIONS

Some of the publications listed in the following pages are available only from the SRS Publications Distribution Section. Single copies are free on request. Others may also be purchased from the Government Printing Office (GPO). Instructions for ordering any of the publications on this list are given on page 11.

Monthly Newsmagazine

AGING

This is a newsmagazine, published 10 times a year, covering Federal, State, local and organizational activities in aging, including reports of State agencies on aging, and a conference calendar. A year's subscription is $4.50 ($1.25 additional for foreign mailing); a single issue is 55¢.

Subscribe through the Government Printing Office, do NOT send money to AoA.

The magazine is available free to State agencies on aging and to directors of Older Americans Act projects as long as supply lasts. To be added to the *free list,* write to Editor of *Aging,* Administration on Aging, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

PUBLICATIONS

AoA Catalog of Films on Aging

A listing of films, slide lectures, filmstrips and plays on the general subject of aging and specific aspects of retirement living and special services available to the elderly. Indexed by title and subject matter. 64 pp.
DHEW Publication No. (SRS) 73–20277

Are You Planning on Living the Rest of Your Life?

A preretirement planning booklet to be used at home with your wife, husband or a friend. 72 pp.
DHEW Publication No. (SRS) 72–20803
Also for sale by GPO @ 30¢ SD 1762–0038

Basic Concepts of Aging: A Programmed Manual

A self-teaching manual on major aspects of aging. Useful to all concerned with aging as well as a basic text for school use. Prepared by the University of South Florida under an AoA Training Grant. 148 pp.
DHEW Publication No. (SRS) 73–20274
Also for sale by GPO @ $1.25 SD 1762–0034

Consumer Guide for Older People

A wallet card of consumer cautions on such matters as buying by mail, door-to-door sales, signing contracts, etc., with space for local names and phone numbers of helping agencies.
DHEW Publication No. (SRS) 72–20801
Also for sale by GPO @ 5¢ (100 for $2.25)
SD 1762–0010

Employment and Volunteer Opportunities For Older People

A 4-page fact sheet prepared to report upon Federal programs offering opportunities for older people in employment and volunteer service.
DHEW Publication No. (SRS) 72–20233

The Fitness Challenge—in the Later Years

An exercise program for older people, developed in cooperation with the President's Council on Physical Fitness and Sports. 28 pp.
DHEW Publication No. (SRS) 72–20802
Also for sale by GPO @ 30¢ SD 1762–0009

Guidelines for a Telephone Reassurance Service

An authorized reprint of a how-to manual for initiating a telephone reassurance service including training of volunteers, originally published by the Michigan Commission on Aging and the University of Michigan-Wayne State University Institute of Gerontology. It spells out in detail how to organize, publicize, and operate such a volunteer program. 24 pp.
DHEW Publication No. (SRS) 72–20200
Also for sale by GPO @ 25¢ SD 1762–0043

Handle Yourself With Care: Instructor's Guide For an Accident Prevention Course For Older Americans

Provides sufficient material for an instructor not previously versed in accident prevention information. 4 class sessions—3 covering safety in the home; 1 outside the home as pedestrian or driver. Slides available for course from AoA.
DHEW Publication No. (SRS) 72–20804–IG
Also for sale at GPO @ 50¢ SD 1762–0012

(3 - 6)

Group Volunteer Service

A report on volunteer project SERVE on Staten Island, New York.
DHEW Publication No. (SRS) 72–20905

Interfaith Opportunity Center of Hartford, Conn.

A report of how eight churches established an Opportunity Center which multiplied resources far beyond efforts of the individual churches.
DHEW Publication No. (SRS) 72–20903
Also for sale by GPO @ 10¢ SD 1762–0022

Psychiatric Care

A report on the Cambridge, Mass., program to meet special needs of older people with mental health problems.
DHEW Publication No. (SRS) 72–20901

Statewide Community Organization

How a North Dakota statewide community organization project has initiated activity programs through clubs and centers in 73 communities.
DHEW Publication No. (SRS) 72–20908

What Churches Can Do

A report on the Satellite Housing Program of Churches in Oakland, California.
DHEW Publication No. (SRS) 72–20900
Also for sale by GPO @ 10¢ SD 1762–0023

1971 White House Conference on Aging

Sectional and Session Reports

Available in 23 different publications, each giving all of the recommendations made by one of the Conference sections or by one or more special concerns sessions. The reports have been collated, with each major recommendations printed in bold type followed by related recommendations from other sections or sessions.

The Aging and Aged Blacks, 20 pp. @ 30¢ SD 1762–0059

The Asian American Elderly, 6 pp. @ 25¢ SD 1762–0063

Disability and Rehabilitation, (includes reports of sessions on Aging and Blindness, Physical and Vocational Rehabilitation of Older People, and Aging and Deafness), 27 pp. @ 35¢ SD 1762–0061

Education, 14 pp. @ 30¢ SD 1762–0052

The Elderly Indian, 6 pp. @ 25¢ SD 1762–0064

Employment and Retirement, 18 pp. @ 30¢ SD 1762–0056

Facilities, Programs, and Services, 25 pp. @ 35¢ SD 1762–0057

Government and Non-Government Organizations, 17 pp. @ 30¢ SD 1762–0051

Health Care Strategies, (Includes reports on Long-Term Care for Older People, Mental Health Care Strategies and Aging, and Homemaker-Home Health Aide Services), 22 pp. @ 35¢ SD 1762–0067

Housing, 16 pp. @ 30¢ SD 1762–0049

Income, 15 pp. @ 30¢ SD 1762–0048

Nutrition, 8 pp. @ 25¢ SD 1762–0050

Physical and Mental Health, 22 pp. @ 35¢ SD 1762–0046

Planning, 12 pp. @ 25¢ SD 1762–0054

Protective and Social Support, (includes reports on the Older Family, The Religious Community and the Aging, The Elderly Consumer, and Legal Aid and the Urban Aged), 30 pp. @ 40¢ SD 1762–0060

Research and Demonstration, 12 pp. @ 25¢ SD 1762–0047

Retirement Roles and Activities, 14 pp. @ 30¢ SD 1762–0055

Roles for Old and Young, (includes reports on Volunteer Roles for Older People, and Youth and Age), 20 pp. @ 30¢ SD 1762–0066

The Rural and Poor Elderly, (includes reports on Rural Older People, and the Poor Elderly), 19 pp. @ 30¢ SD 1762–0062

The Spanish Speaking Elderly, 15 pp. @ 30¢ SD 1762–0065

Spiritual Well-Being, 10 pp. @ 25¢ 1762–0058

Training, 14 pp. @ 30¢ SD 1762–0045

Transportation, 11 pp. @ 25¢ SD 1762–0053